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ABSTRACT

The practicum reported in this paper addressed the high percentage of children receiving below average grades in an average first grade reading comprehension class by implementing an integrated approach to reading. Various screening devices, a survey of kindergarten teachers, the Dolch Basic Sight Word Test, the Analytical Reading Inventory (Woods and Move, 1985), the Health Reading Level Test (D. C. Health, 1989), and an Interest Inventory (Miller, 1978) were employed to discern specific behaviors among the children. Based upon these findings a Literature Based Instruction classroom was organized and implemented to provide relevant learning strategies and experiences. The children were exposed to an active constructive process. It required them to think before, during, and after reading, a process that involved the interaction of the reader, the material being read and the content of the material. The results indicated a significant achievement level for the target group. It was concluded that children can be introduced to the world of reading by way of an invitation to join in the sheer joy of playing with the gift of language. If, in the real world, reading, writing, speaking, and listening are highly integrated activities, then the literacy activities that take place in classrooms should be similarly integrated. (One table is included; 19 references and 17 appendixes--including the kindergarten survey, the Interest Inventory, student data, a comparison of testing instruments, and sample assignments--are attached.) (Author/PRA)

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IMPLEMENTING AN INTEGRATED APPROACH TO READING TO DEVELOP CRITICAL THINKING SKILLS AMONG A GROUP OF FIRST GRADERS

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Retie Y. Patterson

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education, Nova University, in partial fulfillment of the requirements for the degree of Master of Science.

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Abstract

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Descriptors: Elementary Education/Reading Comprehension/Reading Improvement/Reading Strategies/Critical Thinking/Problem Solving/Whole Language Approach/Integrating Language Arts/Language Experience Approach/

The high percentage of children receiving below average grades in an average first grade reading comprehension class was addressed by the implementation of an integrated approach to reading. Various screening devices, a survey of all Kindergarten teachers, Dolch Basic Sight Word Test, The Analytical Reading Inventory (Woods and Move, 1985), Heath Reading Level Test, (D.C. Heath, 1989) and an Interest Inventory (Miller, 1978) were employed to discern specific behaviors among the children. Based upon these findings a Literature Based Instruction classroom was organized and implemented to provide relevant learning strategies and experiences. The children were exposed to an active constructive process. It required them to think before, during and after reading, a process that involved the interaction of the reader, the material being read and the content of the material.

The results indicated a significant achievement level for the target group. It was concluded that children can be introduced to the world of reading by way of an invitation to join in the sheer joy of playing with the marvelous gift of language. If, in the real world, reading, writing, speaking and listening are highly integrated activities, then the literacy activities that take place in classrooms should be similarly integrated. Appendices include Kindergarten Survey, interest inventory, student data, comparison of testing instruments and sample assignments.

Authorship Statement/Document release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Kelie Patterson
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CHAPTER I

Purpose

Background

People in today's society read or communicate in one language or another without giving much thought to the importance or process involved. Reading is the vehicle through which the world can be understood and appreciate, without reading people are isolated from the world. Educators have to be concerned with all the processes of reading since it is an obligation to teach young children to read effectively.

This was the concern of the writer who has been a practicing teacher for 11 years, having taught in the Island of Jamaica for four years and locally for seven years. The grade levels taught are sixth, fifth, third, Kindergarten and at present first. The writer was responsible for teaching and evaluating children's reading, holds a certificate in elementary education and is currently seeking a master's degree in the same area.

Last school year (1990-1991) the writer taught reading to second and third graders in the Florida Compensatory Education Program. The writer believes that educators must decide how to teach in a process that best suits the individual student; that the individual is taught the skills that

will enable him to learn to read on his own.

Educators today face an interesting challenge; children come to school with interests, attitudes, and backgrounds of varying degrees. Educators have to be sure that the children are inspired by activities that are meaningful to all concerned. The writer's role was to provide relevant reading experiences for students that would help them to become effective readers and critical thinkers. The writer had the responsibility of helping students to apply their learned knowledge to everyday life situations and problems. They were guided to see the relationship and practicality of what they have been taught. It is the writer's premise, which is expounded upon by John Dewey and other philosophers, that experience through the senses is the highway to knowledge. Based on this belief the writer implemented activities that were stimulating to the children's minds.

The strategies were put into action at a school in a large metropolitan area in South Florida. The said school (School A) whose goal, according to the Annual School Report, 1989-1990:8, was

> to develop in students the ability to reason, communicate, and compete in our rapidly changing society. To make decisions, think critically, understand their options for action, and make sound individual choices, educate children from Kindergarten to sixth grade. (Appendix A:66).

The school serves an upper-middle class community. The homes range in prices from $150,000 to $500,000. The community began in 1981 with

young professionals in search of an ideal environment to raise a family. The community and the school have an excellent rapport. Parents are able to be involved in the instructional program at School A by participating in the Volunteer Program, conferencing with teachers and administrators, attending Open House, requesting visitation times and in the evaluation of text books prior to text book selection. Parents serve as instructional resources during career week and throughout the year, giving of their time and talent to classroom projects. Other strategies used regularly are Progress Reports, report cards, Kindergarten orientation, Parent Teachers' Association meetings, Citizens Advisory Board and parent spokesmen. The Parent Teachers Association is very active and provides a great support for the school. The largest turn-outs are the P.T.A. meetings and Back to School Night.

The stability of the community is being challenged by apartments being built around the expensive homes, affordable by immigrants. The newly arrived immigrants can attend the school once attended by a homogeneous group. The assigned program capacity of School A is 1,023, however the enrollment of last school year (1990-1991) was 1,209, an addition of 186 students.

At the beginning of the school year 1991-1992 the tentative enrollment was 1,134 and kept rising daily. With the rise in population the

school now has seven portable classrooms. The breakdown of student membership is as follows:

Kindergarten	159
1	199
2	189
3	177
4	177
5	162
6	71

The ethnic breakdown in School A is as follows:

White Non-Hispanic	629
Black Non-Hispanic	61
Hispanic	408
Asian/American Indian	36

As determined by the Free and Reduced Lunch criteria .02 percent of the children are from low income families.

The Staff Characteristics (1991-1992) at School A comprise a total of 73 full time workers and 36 part time workers, a total of 109 workers. The job categories are as follows:

Table 1

Staff Characteristics 1991-1992

Professionals	Number	Non Professionals	Number
Principal	1	Teacher Aides	6
Assistant Principal	1	Clerical/Secretaries	5
Classroom Teachers	52	Custodians	7
Exceptional Student Teachers	5		
Guidance Counselor	1		
Media Specialist	1		

The ethnic breakdown of professionals include:

White Non-Hispanic	Number
Classroom Teachers	28
Principal	1
Exceptional Student Teachers	4
Media Specialist	1
Guidance Counselor	1
Black Non-Hispanic	**Number**
Classroom Teachers	15

Hispanic	Number
Classroom Teachers	9
Exceptional Student Teacher	1
Assistant Principal	1

The non-professionals include

White Non-Hispanic	Number
Clerical/Secretaries	4
Teacher Aides	6
Black Non-Hispanic	**Number**
Custodian	1
Hispanic	**Number**
Clerical/Secretaries	1
Custodian	6

The average years of teaching experience number 10 with 27 of the 52 classroom teachers holding master's degrees, two currently seeking specialist degrees and 16 studying for master's degrees. The percentage of instructional staff attendance (1989-1990) was 98.7 with 10 the highest number of days being absent. The school holds a pupil-teacher ratio of 21:1.

Classrooms at School A are self contained. Grade levels are housed in individual buildings to promote teacher planning and material utilization. Teachers are involved in the decision-making process through the Faculty Council. This council is made up of six teachers, including the union steward and the principal. Teachers voice staff concerns through this body. Teachers are also involved in the decision making process through the Textbook Committee. Teachers decide as grade level teams, which material should be used for the coming year. Faculty meetings provide a time when problems are vented and solutions reached. The counselor, along with classroom teachers, is also included in such decisions as retention and placement of students. Preventative programs are in place school wide. Included among these programs are the Florida Compensatory Education Program for students in grades two through five who are scoring at or below the 20 percentile in reading and/or mathematics and the Reading Tutorial Program for students in grades one through six scoring within 21 and 24 percentiles on specific reading inventories.

The volunteer program offers training to parents who will work as one to one volunteers. Adaptive techniques are employed by special teachers to accommodate instruction for students with physically handicapping conditions. This enhances the basic special education programs provided by teachers of students with varying exceptionalities,

speech and language disorders.

Students meeting the criteria for gifted programs as defined by Florida's Department of Education are resourced to an extension center two days per week. The bilingual programs are comprehensive. Included are classes in Spanish for Native Spanish and Native English speaking students. English for speakers of Other Languages (ESOL) and Curriculum Content Instruction (CHL) in Spanish for non-bilingual Spanish speaking children are also provided. The school's computer lab has an inventory of 16 computers with each classroom having one computer accompanied by a printer.

The instructional program at School A ensures that each child acquires the basic and higher order cognitive skills necessary to function effectively in society by the use of diagnostic tools to determine entry level skills, by providing learning activities involving a variety of materials and audio-visual resources, grouping and resourcing to other grade levels to ensure success of every child. The special programs for academically talented students are peer tutoring, Student Council, art club, chorus, patrols, anchors for the school's closed circuit television program, Student of the Week Program and the classroom enrichment program.

Problem Statement

During the past decade, there have been significant and far reaching changes in the perception and practice of reading and writing instruction. For years, the basal reader series has served as the chief instructional material in the elementary grades for teaching. The 1990's brought about new trends in the teaching of reading. Researchers and educators alike are easing into the efforts to teach reading holistically. The major emphasis is placed on integrating all the language abilities of speaking, listening, reading and writing. The purpose of all the abilities is to convey meaning and it is the educator's task to develop the child's ability to decode and understand the written language he can read; to interpret daily experiences, to form concepts, and to see the relationship among things.

It was the writer's observation that children promoted from Kindergarten to First Grade were not functioning well in that environment. Riley and Shapiro (1989) state that in spite of professional literature discussing the diagnosis and remediation of reading problems, the process remains elusive. Perhaps the elusiveness stems from the complexity of reading. The writer talked with other professionals about the problems they face with teaching children to read effectively. The identical problems were common among educators. Educators at School A have attended reading workshops, learned how to use formal and informal tests, and have a basic

understanding of the reading process, but are all skeptical about the process of diagnosing and remediating children who have problems reading. It all seems very mechanical; educators give a test, spot children's weaknesses, write an Individual Education Program (IEP), find a program and then have the children complete the exercises.

Riley and Shapiro (1989) state that the framework for diagnosis should be based on the problem solving process which includes identifying the problem, understanding the conditions of the problem, hypothesizing and applying possible solutions, testing the solutions and recycling the hypothesized solutions.

Based on this knowledge the writer examined various methods of assessment that would produce evidence of specific behaviors and enhance the understanding of student's processing deficiencies. The result of a survey conducted by the writer with kindergarten teachers indicated that many of the students did not have the necessary reading readiness skills to function at the First Grade level (Appendix B:68). Thirty-eight percent of the children scored 30 percent or less on the Dolch Basic Sight Word Test (Appendix C:71). Woods and Moe (1985) state that The Analytical Reading Inventory, third edition, is a diagnostic instrument intended for use ... in the observation, recording and analysis of students reading performance. The writer adapted this test and it was given to a group of First Graders. All 10

children tested reached the frustration level at the Primer (Appendix D:73).

As of September 1990, School A has adapted the Heath Reading Series, a series which, unlike the Basal Reader, does not promote ability grouping but rather focuses on the integrated approach. The Heath program offers three types of tests for assessing students' proficiency in Preprimer objectives. They are the Placement Tests, the Preprimer Tests and the Level Test. The writer used the results of the Level Tests as another measure of students' overall reading ability and it aided in planning and focusing instruction. The student's scores fell below the 80 percent mastery level (Appendix E:82).

According to Miller (1978) in Reading Diagnosis Kit, it is very beneficial to give a student an interest inventory. It is especially important to ascertain the interest of reluctant readers and disabled readers so that it can be used in motivating them to read for pleasure. Interest can also play a role in reading improvement. With this knowledge the writer adapted the interest inventory by Miller. Permission is given for duplication. The interest inventory was administered orally. The result of this test aided the writer in selecting reading materials which children will find interesting and appealing. Miller suggested an index card for each student on which his or her interest is listed (Appendices F:86 and G:89) The writer adapted the index card technique which will be used to help students locate books of

interests which children can read with success.

The 38 percent of the First Grade class were reading at the Primer level. They should have been reading on the first grade level. Teachers and administrators at School A were concerned about the reading scores the children received on the Stanford Achievement Tests. The principal at School A attributed the low achievement to the society, the computer age, and lack of interest on the part of the children.

This writer's hope was to improve the children's critical thinking skills and guide them to read independently at the First Grade Level.

Outcome Objectives

To enhance the effectiveness of teaching and learning the educator must have a clear knowledge of what must be imparted to the students and the students in return must understand what is expected of them. The writer developed an integrated approach to reading that helped students read to learn, be able to think critically solving everyday problems, form and apply concepts, construct and evaluate situations and apply the knowledge learned to new situations.

Over a designated period of 12 weeks 80 percent of the students in the target group will

1. increase sight vocabulary by 30 percent as measured by Dolch

Basic Sight Word Test.

2. apply main ideas, details, sequence of events, inferences and cause and effect relationships with 80 percent accuracy as measured by the Analytical Reading Inventory and teacher observation.
3. make predictions in an academic or daily context with 80 percent accuracy as measured by The Heath Reading Level Test.
4. interpret situations and give opinions about issues with 80 percent accuracy as measured by teacher observation using a checklist.
5. read for pleasure and use the background knowledge acquired from reading to formulate, dictate and write stories with 80 percent accuracy as measured by teacher observation and student portfolio.

CHAPTER II

Research and Solution Strategy

One of the main concerns of educators is to improve academic achievement in all students. It is important that educators understand the processes involved in teaching children to read effectively. In order to succeed in this task educators must become familiar with a variety of methods of teaching reading and provide classroom activities that will involve all students. The goal should be to provide a well organized classroom, to create an environment that is stimulating, hold high student expectations for academic success, and provide positive feedback between parents, student and teacher.

According to all the research this writer read, the emphasis was placed on providing specific experience by incorporating listening, speaking, reading and writing. Carver (1986:256) stated that "endless structural workbook and drill do not provide pre-readers with a foundation of understanding and enjoying the reading process." Children must be surrounded by a wide variety of print and be exposed to good literature. Children need to see literature come alive, to have real experiences that will enhance background experiences. Educators must help develop a child's oral language ability as well as establishing the relationship between the

spoken and written language. According to Carver (1986:256) the basic premise of this approach is "what can be thought can be spoken, what can be spoken can be written, and what can be written can be read."

A study done by Ramig and Hall (1980) was conducted to ascertain whether children taught with a Language Experience Approach differed with respect to reading strategies. The subjects were first grades. The control group was comprised of 21 pupils who were instructed with the basal program. The experimental group was comprised of 21 pupils who were instructed with the Language Experience Approach. The data was collected by three graduate students who recorded the children's oral readings. The oral readings were analyzed according to the Reading Miscue Inventory. Each subject also read 25 words from the Harris-Jacobson Core List.

The data showed no significant differences between the groups in the mean number of miscues. The only noticeable difference was that the children instructed with the Language Experience Approach substituted more real words for the words on the list. It was concluded that children do understand some of the fundamentals regarding the nature of written language. With no syntactic and sematic cues available, language experience children produced real word substitutions more often than basal instructed children because they had a better understanding that graphic symbols represented some meaning.

Wallace (1986) evaluated a new reading program implemented in the District of Columbia Public Schools. This program, called Success, was used in pre-Kindergarten through sixth grade. The program combined all language arts, placing a great emphasis on reading and writing skills. Individualized instruction was considered a key element and a great many parents were used as volunteer instructors. The main goals of Success were to increase reading test scores, develop reading and writing skills, and to promote a positive self-concept.

The study compared the test scores of 320 third grade children who received Success instruction to 261 third grade children who were taught with the traditional basal program. The testing instrument was the California Test of Basic Skills which was administered each spring to all students in the school system. A comparison showed the students involved with the Success program scored significantly higher in vocabulary and comprehension skills than the students who received basal instruction. However, there was no significant difference between the two groups in total language scores.

Wallace concluded the results were positive. Teachers and administrators were interviewed and an evaluation proved a wide support for the program, evidenced by the fact that the classrooms using Success had increased each year.

Wilkinson and Brown (1983) conducted a study to determine whether the oral reading errors of children at the beginning reading level could be differentiated on the basis of the level of reading ability and the method of reading instruction. The Mount Gravatt Developmental Language Reading Program and the Language Experience Reading Program, which both employ the language experience approach to the teaching of reading, were used.

Sixty-six subjects were randomly selected and their oral reading performance was assessed based on two sets of story material compiled from 100 words taken from program books read by children earlier in the school year. One set of materials was comprised of language familiar to the children taught under the Mount Gravatt Program, and the other set was comprised of language familiar to children taught under the Language Experience Approach (LEA). The LEA placed more emphasis on vocabulary development, whereas the Mount Gravatt Program attempted to extend control beyond the vocabulary level to control the entire oral language structure. The children read orally from both sets of material. Each child's reading performance was coded according to criteria adapted from the Reading Miscue Inventory.

Two separate studies were conducted. The first used only those children receiving the Mount Gravatt Program and concluded that children's

use of contextual information was a major factor discriminating between good and poor readers. The second study incorporated both groups and concluded that the children instructed by the Mount Gravatt program had fewer mean percentage errors. This led the authors to conclude that an instructional program which emphasized control over the oral-written link in beginning reading, such as the Mount Gravatt Program, may be effective in developing the use of proficient oral reading strategies.

Relfman (1981) conducted a study to determine if additional word-bank instruction could improve the effects of the Language Experience Approach on the acquisition of sight word vocabulary by first grade students. Nineteen children were divided into two groups and taught by the Language Experience Approach. The experimental group was given an additional word-bank treatment for a 10-minute session three times a week for 12 weeks.

The Dolch Basic Sight Word List served as a pretest and post-test for measuring acquired sight vocabulary. The experimental group indicated a 24 percent improvement in sight word development associated with receiving the word-bank treatment.

The study concluded that teachers may be able to increase students' vocabulary competency when using the Language Experience Approach by implementing the word-bank procedure.

A major criticism of Language Experience Instruction was the lack of vocabulary. Due to the recent popularity of using Language Experience as part of the Whole Language Approach, Shapiro and Lee (1988) sought to determine if vocabulary should be a concern.

Two First Grade classrooms participated in the study conducted in an elementary school. Fifty-two students were selected to write for an hour each day. Some writings were done as a whole class and others were written individually. All writings done for the entire year were recorded into computer files. A list of vocabulary words were also compiled from the Ginn 720 reading series and recorded in a separate computer file. A comparison of the two lists showed that the 25 most frequent words used by the children were also on the Ginn 720 word list as well as the Dolch list. Excluding proper nouns, 92 percent of the basal readers' vocabulary appeared in the children's writing.

The authors concluded that children exposed to the Whole Language Experience Approach generated a more interesting vocabulary, therefore stimulating more interest in reading.

Allen (1985) examined how children comprehend their own stories, specifically the drawing of inference. In addition, the study was done to discover how decoding affects comprehension and how silent reading versus oral reading affects inferential comprehension. Seventy students,

divided into three ability groups; fast decoders, slow inaccurate decoders, and slow accurate decoders, were used. All students were tested on three types of readings; stories written by peers, self-written stories and adult written literature. Each student read orally or silently for 10-15 minutes daily, after which six inference questions were asked.

It was concluded that the children could answer inference questions quite well on their own stories, but not very well on peer stories and least on adult stories. The important factor seemed to be interest which was heightened by the knowledge that children were reading their own stories or stories of their classmates. Children in the study identified these stories as more real. The story structure was also written in the child's own language. Schema played a role in remembering and inferring because the children were more familiar with all the concepts.

The method by itself was not a significant factor in determining how children comprehend. The study did support the theory that word recognition accuracy was a powerful predictor of inferential comprehension.

Sampson, et al. (1982) stated that reading is difficult for children because beginning reading programs broke the natural, meaning-based rhythm that has brought children success as speakers of the language. The authors felt that beginning reading instruction must start with the child's language. It was further concluded that basals limit opportunities for either

vocabulary growth or the development of an appreciation of the joy that reading can bring.

The purpose of the study was to investigate whether children could learn vocabulary through student-authored language more successfully than the language of basal readers. The subjects were 18 first grade children. The Spache Readability Formula was used to determine the readability level of all 18 children in the study. The nine students reading from the basal scored a 1.8 grade equivalent, whereas the nine students who read dictated stores scored 2.4 - 4.0.

The Reading Miscue Inventory was used to analyze oral reading performance. The results showed that children who used Language Experience had more efficiently developed strategies for correcting miscues. The miscues produced interrelationships that allowed little meaning change and no loss in comprehension. Basal readers' oral reading miscues were changed to maintain meaning. Story telling was used to assess comprehension. Children instructed with basals scored a 70 percent, whereas children taught with Language Experience recalled 80 percent correctly.

The authors concluded that children would profit from reading high-interest instructional materials which far exceed the readability level of their assigned basal.

Evans and Thomas (1985) investigated the two views of reading. The first view stated that learning to read was a knowledge-driven process. The second was the more traditional view that reading was a stimulus driven process. The study was conducted in two sets of 10 primary classrooms. One set was instructed by the Language Experience Approach where students dictated their own stories and constructed their own word banks. The second set was instructed with basal readers and workbooks.

The first phase of the study established that children could learn to read with either the basal program or by Language Experience. The second phase measured the students' abilities and criterion performance in five areas which were information processing, linguistic maturity, social skills, reading achievement and mathematical achievements.

Testing revealed little difference between the two groups in social skills or information processing abilities. The basal instructed groups did score higher on the Stanford Cloze Test. Surprisingly the Language Experience groups showed a negative correlation between linguistic ability and reading skills. The authors concluded that the children developed a set of information processing skills which were specific to written language in order to read. These skills were hard to learn without systematic instruction and correction feedback. Therefore, carefully organized direct instruction would seem a critical part of beginning reading. It was recommended that

both approaches would be appropriate in the primary classroom.

Hollingworth and Grant (1991) also compared Language Experience with basal reading. Eighty first grade students were involved in the study. Forty students were randomly assigned to the Companion Reading Program Experimental Group, which is a whole class reading program and 40 students were randomly assigned to the Basal Reader Control Group which was taught in ability groups within the classroom. Four teachers taught the students in the experimental and control groups. The study was conducted for one school year. All students were pretested on the Metropolitan Readiness Test to determine the quartile levels of the student. No significant differences were found in the two groups.

At the end of the school year, all students were given the science Research Associates Reading Test and Woodcock Reading Mastery Tests. They were also given a researcher developed oral reading test. All students in the Companion Reading Program scored significantly higher than the control group on the Science Research Associates Reading Test and the Woodcock Reading Test.

The purpose of the study was to determine if the reading ability of the students taught in whole class instruction would exceed those taught in traditional ability groups. It was discovered that students taught in whole class instruction showed dramatic improvement in reading as compared

with students taught with a basal reading program grouped by abilities.

Many significant changes in literacy instruction have taken place in the last decade. The authors suggest that these changes reflect three major trends in our approaches to the teaching and learning of literacy. The move from basal driven to literature based instruction, the move from emphasis on product to emphasis on process and the trend away from teacher as technician toward teacher as decision-maker. Since these changes are being widely researched and being more and more widely embraced by teachers, they seem likely to continue and to result in profound and lasting changes in literacy instruction.

The writer used the ideas of Relfman (1981) whose research and work showed that a word bank treatment increased students' vocabulary competency when using the Language Experience approach. Children developed individual word banks through the form of an alphabetized word box using the Dolch Basic Sight words and the vocabulary from the reader.

Shapiro and Lee (1988) believed that for children to write effectively, vocabulary development must be enhanced, children should write daily as a whole group and individually. This idea was also supported by McCracken and McCracken (1986) who stated that much of the teaching of literacy is better done with the whole class and children should practice until the acts of literacy become a natural process. These ideas are a part

of this writers philosophy. The McCrackens felt that trade books are one of the best models that children can emulate. "The natural way to learn written language is to begin with whole books, poems and songs and to move to understanding and working with the parts of print." (McCracken and McCracken, 1986:8). Using predictable materials with no unknown concepts stimulates children's natural willingness to chant and sing.

An article by Bridge, Winograde and Haley (1983) also advocates using predictable materials as a way to invite children to join in when they could predict what comes next in a story. As students become familiar with the story, the teacher directs the students' attention to graphophonic characteristics of individual words as well as main ideas, details, sequence of events inferences and cause and effect relationships. This writer incorporated McCracken and McCracken's and Bridge, Winograd and Haley's ideas of using predictable literature books as bases for reading instead of the traditional basal readers.

This writer also used the ideas of Jackson, (1991) Reading Coordinator, Dade County Public Schools, who strongly believes in a literature based approach to learning. The writer had the opportunity to speak to Jackson (1991) and gained some insight in organizing a classroom for Literature-Base Instruction.

Heald-Taylor (1987) stated that parents need to read stimulating literature to children. Children learn to read naturally through a language arts program based on literature. "Literature models the richest of language, sparks the imagination of the readers, introduces students to descriptive language and a sense of story, and intrinsically motivates them to read." (Heald-Taylor, 1987:642). Jackson's (1991) program is based on this philosophy. The first step in organizing for Literature Base Instruction is teacher-led instruction with the use of a common text for demonstrating strategies, highlighting text features, and examining content concept, followed by flexible small groups based on interests and/or specific needs. Last, student selected books, articles and materials created by other students, read independently. Students learn to read by reading and listening to good literature. Listed below are strategies that will be used.

1. Shared Reading - During the shared reading experience, the teacher reads aloud and the students join in to read predictable text. Shared reading insures student success, confidence, and enjoyment of literature.
2. Choral Reading - Teacher and students read in unison a rhymed metered text. Reading a passage with rhymed and rhythmic motion encourages participation.
3. Readers Theatre - Students in the Readers Theatre read the

lines of the characters in the text. Students will read in an expressive tone, projecting imagery and feeling in their delivery.

4. Independent Reading - Writer creates a literary environment for students. Students will have the opportunity to read a variety of material independently a significant period of time daily.
5. Buddy-Partner Reading - Students are paired to read orally to one another. While one student reads, the second student listens and follows along. The roles are then reversed.

The writer incorporated the ideas of Wallace (1986) of placing a great emphasis on writing skills and using parents to enhance the writing process. The writing process was done at school and at home to involve parents. Maloy, Edwards (1990) developed a home-classroom study in which first grade children's writing at home was promoted. Each child received a writing box for use at home. The writing box packaged pencils, erasers, magic markers, crayons, scissors, glue, paper, and a classroom-made blank book in a plastic container. The materials duplicated those available for writing at school. The children were invited to use the Writing Box to write at home, and parents will be urged to encourage their children's writing efforts whenever possible.

The writer incorporated the use of the Language Master to teach unfamiliar words, the tape recorder for story reading and watching, and the

computer programs that were available to assist in the instructional process.

The writer created a positive learning environment, where children were free to take risks and make mistakes without the fear of a negative feedback. Instead of using a basal reader as the essence of the reading program, the use of literature and Big Books in a shared reading program was emphasized. These books, along with the Heath Reading Series, were the focal point for reading comprehension skills. The Language Experience Approach was used as an additional reading supplement to insure that the students become familiar with Carver's (1986:256) statement, "What can be thought can be spoken, what can be spoken can be written, and what can be written can be read." Students were read to daily, with regular periods of whole class silent reading. Weekly culminating projects included the creation of class and individual books and stories. Children were not isolated or taught by ability groups but as a whole. This integrated approach to reading created an environment that resulted in a pleasant, rewarding and memorable experience.

CHAPTER III

Method

The strategies that the writer chose to create, An Integrated Approach to Reading, were implemented over a 12 week period, January 27, 1992 through April 29, 1992. This reading program allowed students to experience success, feel good about themselves and their accomplishments and not to be afraid to take risks. There was evidence of intrinsic and extrinsic motivation which helped children acquire reading comprehension skills in a natural way.

The first week of the 12 week implementation plan was devoted to pretesting the 10 targeted students in the five stated objectives: recognition of the Dolch Basic Sight Words that comprise the first three Preprimer levels; applying main ideas, details, sequence of events, inferences and cause and effect relationships, as measured by the Analytical Reading Inventory; making predictions in an academic or daily context as measured by the Heath Reading Level Test; interpreting situations and giving opinions about issues as measured by teacher observations using a checklist. The implementation of the literature based reading strategies was incorporated into all classroom activities. Skills were not taught in isolation but were

integrated so that the children could see the relationships among everything learned.

Week two was dedicated to getting the children motivated and excited about books. Children and teacher visited the school library and were encouraged and helped to select books they found interesting and appealing as indicated by the interest inventory. In the classroom, the writer and the children imagined and created a sky full of hot-air balloons as a literature bulletin board. The bulletin board was covered with blue background paper and a caption, "Books Can Take You Everywhere!" was added, with a yellow sun, a few fluffy white clouds and some birds. Each child was given a pattern of a hot air balloon. The children were encouraged to write the title and author of a favorite book on the hot-air balloon and outline the title with a marker so that it would stand out. the children were encouraged to draw and color two characters from the book they liked best standing inside the balloon's basket. They then cut out the balloon. The balloons were used to create the literature bulletin board.

During this week the word bank procedure was introduced and developed by teacher and students. Each child was given a word box with blank cards. The Dolch Basic Sight words were introduced daily and each word identified was recorded on a card and included in the word box by each individual child. This actually was an ongoing process with children

setting goals as to how many new words they could identify daily. Most of the words were introduced as word families to help children understand long and short vowel sounds.

Starting with the third week and lasting until the 11th week of the project a story was introduced to the students. The basic framework used to introduce each story came from the work of Bridge, Winograde and Haley (1981) who advocated the use of story prediction. The same procedure was used to present each story. The new story was introduced by showing the students the cover so that they could discuss the illustration and title. The children were invited to predict what the story might be about. The story was read dramatically, with pause at appropriate pages, to allow the students to predict outcomes. The emphasis at this stage was on reading for meaning and enjoyment. The second step was to re-read the story while students concentrated and observed details, related past experience with the story for the purpose of creating relationships and aid in story writing and finally to judge the validity of this new information which was used in predicting future outcomes. During this stage, reading comprehension strategies were learned in a natural way, the students discovered how to read for meaning, apply main ideas, see details, sequence of events, inferences and cause and effect relationships. The last step was to foster independent reading. Many children at this step were

able to read the story by themselves. At this stage, the follow-up activities were introduced, which are described in detail.

During the third week of this project, the story The Three Wishes by M. Jean Craig was introduced. The story was about a woodcutter who is surprised by a tree fairy. The fairy grants him three wishes in return for sparing her home. The three wishes are used up in an unfortunate manner. The steps described above were used to introduce the book to the students. The follow up activities involved participation content area, writing and comprehension both oral and written. Based on the story content students were asked to list the three wishes, explain why the woodcutter was poor. Students told what they would wish for if they had three wishes, choose an event in the story that they would like to happen to them and tell why, invent several ways for the woodcutter's wife to cover the sausage so that they could still have their third wish and lastly evaluate the woodcutter's wishes.

For the writing project students created a Big Book for the classroom as well as individual books for themselves. As an additional vocabulary activity the new words the children learned were added to their word box. The more difficult words were written and illustrated on cards that could be used with the Language Master. The story was also recorded and used as an activity in the Listening Center.

For content area different types of jobs and careers were discussed. On Friday children were asked to dress as career people. It was interesting to see children dressed in their individual costumes.

During week four the story Stone Soup by Marcia Brown was introduced. The story is about a group of hungry soldiers passing through a village hoping to find a hot meal and a place to sleep. The people of the village selfishly hide all of their food. The soldiers cleverly suggested that they prepare "Stone Soup". In the process of preparing it, the villagers contributed the same foods they were hoarding earlier. Many activities were developed from the story. Children were asked to list the reasons why the soldiers stopped at the village, explain why the villagers hid the food, relate what they might have done if they had been one of the hungry soldiers. They were to group the characters in the story into those who were generous and those who were not, imagine that the soldiers had not thought of making "Stone Soup", create a new ending for the story, and finally children were to tell who they would rather have for a friend, one of the villagers or one of the soldiers and explain why.

The vocabulary words from the discussion were written on the chalkboard, those that the children could identify were included in their word box. The unidentified words were added to the cards for the Language Master. The story was recorded and added to the activities at

the Listening Station.

The vocabulary words from the story were also used in oral close to help children learn how to read for meaning and how to use semantic and syntactic cues to decode unknown words. The writing activity for this week was to have children write their own recipes for a kind of soup that they enjoy. The recipes were shared and pupils had to tell how they would cook the soup and with whom they would share. All the recipes were bound together and kept in the Language Arts corner.

For content area the different types of soldiers and their jobs were discussed. Rocks were collected from around the school and students were asked to list the things they could do with rocks. This was a good time to introduce adjectives so each child selected one rock and told the class a word to describe it. A list of adjectives were charted and hung in the Language Arts corner.

A poll of favorite soups and vegetables was taken among the class and the children were introduced to graphing. Each child was asked to bring in a vegetable from home and sequencing was introduced with the cooking of "Stone Soup". Children were allowed to eat the soup.

This week children were introduced to Journal Writing and the writing box. Each child made a colorful journal in which all were encouraged to write independently about any chosen topic. The parents of the 10 targeted

students were informed of the writing box, what it entailed and what was expected, at which time each child was given a personal writing box to take home. Children were continually encouraged to bring in writing pieces to share with the class.

Week five the story Alexander and The Terrible, Horrible, No Good, Very Bad Day by Judy Viorst was introduced. The story told about Alexander knowing from the start that it was going to be a very bad day. Nothing went right, and he considered moving to Australia. It made him feel better when his mother reassured him that some days were like that for everyone. The children had to tell some of the events that ruined Alexander's day, arranged the events that made Alexander's day terrible in the order in which they took place, thought of the many way that Alexander could have improved his day. They identified the events in the story that had happened to them, imagined that Alexander could have one wish on his terrible day, draw a picture showing what he would have wished for and tell how that might have affected the rest of his day and finally children chose what was believed to be the three worst things that happened to Alexander.

The vocabulary words from the story were introduced and reinforced with the use of flash cards. Identified words were added to the word box and unidentified words written on the cards for the Language Master. The story was recorded on tape and added to the Listening Center.

As a writing activity teacher and children rewrote the story and entitled it, "Alexander and the Terrific, Wonderful Very Good Fantastic Day". A Big Book was created for the classroom as well as individual books for themselves.

During this week computer software programs to reinforce context clues, cause and effect relationships, drawing conclusions and reading comprehension were introduced. Children and writer worked as a whole group, in small groups, and individually. Children were encouraged to use software programs leisurely.

On Friday of this week the Heath Reading Unit Test was given as an Interim progress evaluation. (Appendix H:91)

By the sixth week the children were ready to set up scenarios and brainstorm for the greatest possible number of alternative ideas to solve the problem. With this in mind the story, Henny Penny by Gladone was introduced. Henny Penny sets out to take the message that "the sky is falling" to the King. Along the way she meets Foxy Loxy, who outsmarts everyone. Henny Penny and her friends never made it to the King, but Foxy Loxy had a good dinner. Children were asked to state the reason why Henny Penny thought that the sky was falling, why Henny Penny thought the King should know about this, decide what friends each child would share a problem with. They decided what part of the story could

really happen, created a new ending for the story in which Henny Penny solved her problems and finally judged which animal was the most clever.

This story involved rhyming names. The rhyming names were copied and written on chart paper for the children to read. New animals and new names for the animals were created and written over the existing names on the chart paper. Students were encouraged to create new rhymes using the author's text. Emphasis was placed on word order within the sentence, capitalization, punctuation, and plurals.

The Very Hungry Caterpillar by Eric Carle was read at the beginning of the seventh week. This story was about a caterpillar that ate something new each day of the week. By the end of the week the caterpillar turned into a butterfly. Naturally this story lends itself to the discussion of the life cycle of the butterfly and the moth. Chart stories followed, with many illustrations sequencing the life cycle of each insect. Emphasis was placed on sequencing, sentence order and the correct way to write a story with a beginning, a middle and an ending. Children had the opportunity to purchase and rear their own caterpillars and observe the stages involved in a butterfly's life cycle. Sequence sentences of the caterpillar's life cycle were written and illustrated by the children. The vocabulary words from the story were used as a guide to help pupils with their writing.

By this week the children had shown great improvement in their sight

vocabulary and were enthusiastic about the words they could identify and the sentences they could read. Improvement was also shown in decoding, structural and contextual analysis skills. At this time the Newspaper was introduced and used by students as a cooperative learning tool. Children were grouped by two's and a scrapbook collection of all identified words was started. Children were allowed to cut out all the words identified and then glue them into the scrapbook. Identified words were then shared as a total group. This activity became an on going process and the scrapbooks were kept in the Language Arts corner for leisurely sharing.

Children were now ready for Choral Reading so at the beginning of the eighth week the familiar story, "The Three Little Pigs, by Paul Galdone was introduced. This story was from the Heath Reading Series so each child had a copy of the story. The story was first introduced as a Shared Reading activity. During the shared reading experience the teacher read aloud and the children join in at strategic points. The goal was to insure children success, confidence and enjoyment of the story. Choral Reading was then introduced, where the teacher and children read in unison the entire story. The third day Partner Reading was introduced, where children were paired to read orally to one another. While one child read the story, the second child listened and followed along. The roles were then reversed.

The vocabulary words were introduced using an oral close. The

ones the children identified were included in their word box. This week the children were able to identify most of the words.

This week's activities included only higher level thinking skills. Children were asked to analyze the third little pig's thoughts when the wolf came to his house, create a new story pretending that the three little pigs were trying to protect themselves from a man instead of a wolf. They were to think of other ways the pigs could have lived after leaving home and finally chose to be a character in the story and told why they chose that character.

This story lends itself to reviewing possessives, i.e. pig's house, compound words, and sequencing using the words first, second and third. For content area different types of houses that different kinds of people live in were looked at and discussed. Various animals were also looked at and discussed. Children got the opportunity to use hay to create a bird's nest.

By the ninth week the children were ready for Readers Theatre so the story M. Fox's Sack by Nora Blakely was introduced. This story was introduced through shared reading, choral reading and partner reading. The children were now familiar with the text and were ready for Readers Theatre. Puppets of the different characters were made by the children and used in the dramatization of the story. Each child adopted a character and read the lines of the character from the story. The word "narrator" was

introduced and one child adopted the role of the narrator. Children were encouraged to read with an expressive tone, project imagery and feeling in their delivery. The children were able to do this very well from having been read aloud to on a regular basis.

From predictions that were made, children were asked to identify parts of the story that might have ended differently, decided what problems a big dog might make for Mr. Fox and decided what else the woman could have done to scare the fox.

Emerging from the story's discussion was the word "curiosity". Children were allowed to talk about things they were curious about such as what is inside a wrapped package. Each child was asked to draw a picture of something that sparks curiosity. Each child was asked to share the picture drawn, telling about the curiosity and what could be done to satisfy the curiosity. Children were asked to label the pictures with the sentence "I wonder why _____."

As a creative short story, the children were asked to pick one of the characters encountered in "Mr. Fox's Sack" and create a story telling why the character was liked. Children were encouraged to take turns reading the stories created by others. The stories were kept in the Writing Portfolios. By now children had developed a wider vocabulary, a great imagination and could fully distinguish between real and make-believe. The

writing process was fully understood and children were encouraged to choose a topic, develop the idea, and write a first draft which gave the children a chance to write freely. In cooperative groups the children read the first draft to peers. The task of the listener was to understand what had been written. The listener was allowed to question the student author for any clarification of the story line. The writer then helped the student writer to prepare the story for publication. This preparation included checking sentence structure, spelling, grammar and mechanics. The student then made a clean copy along with illustrations. This copy was shared in numerous ways and placed in the children's portfolios or in the classroom library for sharing. Children were allowed to "check out" published writing of peers. Pieces were also published in the school's Weekly Bulletin.

To help children reinforce specific skills the Barnell Loft, 1982 specific skill series, Getting the Main Idea, Detecting the Sequence, Getting the Facts and Using the Context, were used. Short but frequent practice sessions were conducted using two to three units daily. Children responded orally and responses were discussed in terms of acceptability. This required the children to justify the choices made. An example of each skill can be seen in Appendices I:93, J:95, K:98, L:101.

Sight word vocabulary was continually reviewed through the word box and the Language Master. The word family flash cards were used to

reinforce short and long vowel sounds, reviewing of rhyming words and to recognize and correctly pronounce words containing regular common word families. Some of the games played were Birth of a Word, Rhyming Cycle, Cover Up and Flip It.

The children also continued to use the computer software programs individually, in small groups and in large groups. The writer assisted and guided as necessary.

The language master was also used to reinforce words that children did not identify. As words were identified all were included in the word box and the children were rewarded for trying.

Teaching Reading Comprehension, Storylords and Reading Way Videotape series were also used to enhance literature experiences. These videotape series are produced by the Wisconsin Educational Network and are shown regularly on the television channel WLRN. Teaching Reading Comprehension is a series of 14 half hour tapes for teachers. The writer gained insight as to how to effectively help the children develop comprehension strategies. Storylords is a series of twelve 15 minute adventure programs designed to help the children interpret meaning from print and to take active steps to monitor their own comprehension. Both programs presented a better strategy for reading comprehension. Reading Way is a series of fifteen 15 minute programs, which focused on strategies

for developing decoding skills. These programs were watched and discussed by writer and children. The children were encouraged to apply any skill that was learned to all daily work.

Various other activities were used to encourage children to do voluntary reading. A classwide motivational reading program was developed with the help of Parent Volunteers. It started off with a contest to reward every child that brought in a personal public library card. Writer along with parent volunteers filled a box with incentives, markers, crayons, stickers, balloons to name a few, gift wrapped the box, put a big bow on top and brought it to the classroom. Children were challenged to visit the library, check out and read as many books as possible. They were to record the title and author of every book read to them or by them. Parents were to put their signatures indicating that the book was read. Children were allowed to report periodically how many books they had read. This became quite motivational and competitive and encouraged everyone to keep reading. At the end of week 12, the lists were brought in, the box was opened, parents came in and a pizza party was held for the readers. The principal and assistant principal were brought in to congratulate the readers, readers were congratulated on the school's closed circuit television and each was given an award. (Appendix M:104).

Children were asked to make posters advertising a book read.

(Appendix O:108). The pizza Hut's Book It award was also given to the children on a weekly basis as they brought in their book list to show the number of books read. The children loved going to the office to read, so buttons that said, "I read to the principal today" were worn proudly by such children. Children were sent to read stories to other grades and volunteers from other grades would come to the classroom to read to the children. Parents also volunteered to read aloud to the children. One volunteer dressed as Mother Goose, read Mother Goose nursery rhymes to the children. This triggered the idea to have a storybook character parade where students dressed as a favorite character. They brought in the favorite book to read and share with the entire grade level and the kindergartners. Lastly, children were encouraged to read during their free time; it could be the newspapers, comic strip, story books, even looking at the dictionary, and would be immediately rewarded with a reward termed "I caught you reading." The incentive of this reward varied from stickers to the popular M and M's, a free homework pass or varying coupons. (Appendix P:110)

During the twelfth week, the posttests were given to the students. (Appendices C:71, D:73, E:82). The results were tabulated and recorded and will be discussed in Chapter IV.

CHAPTER IV

Results

To assess the effectiveness of the solution strategies used to enhance the children's reading comprehension and critical thinking skills this research project was based upon a comparison and contrast of the pretest and final posttest scores. A mid-test was given at the end of the week. The result of the mid-test indicated that progress was being made in improving the reading skills of the children.

The preassessment showed that the targeted group was able to identify 30 percent or less on the Dolch Basic Sight Word Test. Sight words are the words a reader recognizes immediately upon exposure to them. Usually sight words are recognized as a total unit instead of individual letters of word parts. Children in the targeted group were exposed to the 72 Dolch words that comprise the first three preprimer levels. Flash cards, word families, the language master and the word box were used on a daily and weekly basis. Children were allowed to develop individual word banks through the form of an alphabetized word box using the Dolch Basic Sight words and the vocabulary the story presented each week. At the end of the twelfth week the targeted group indicated an average of 45 percent improvement in sight word vocabulary. (Appendix C:71)

The Analytical Reading Inventory, third edition, was given as a preassessment. It is a diagnostic instrument intended for use in the observation, recording and analysis of students' reading performances. It also enables teachers to identify the students' level of word recognition, determine strengths and weaknesses in word recognition and comprehension, identify levels of reading achievement and find the level of potential for reading growth. The Analytical Reading Inventory consists of a series of graded word lists and a series of graded passages. Along with the list and passages are student booklet copies and teacher record copies. Permission is granted by the publisher to reproduce the teacher record forms and the summary sheets. The student reads from the student booklet and the teacher makes notations concerning the reading on the teacher record forms. A qualitative and quantitative analysis summary sheet of individual record of the pretest was kept for each child. During the implementation period this aided the writer in focusing on the area of weaknesses and incorporating teaching strategies that would enhance improvement of the weaknesses. The posttest indicated that each child in the targeted group showed an increase in reading comprehension skills by an average of 71 percent and the word list by 66 percent.

The Heath Reading Level test was also be used as a pretest. The Level Test is a cumulative test designed to measure proficiency in the

mastery of word skills and comprehension. The test items are based on the objectives and skills taught to the children. The test is scored by domain or strand and by total test. After all comprehension development strategies were applied to the targeted group a posttest was given at the end of 12 weeks. The results of the pretest and posttest were compared. The result showed a marked increase in the children's comprehension ability, an increase of an average of 48 percent. (Appendix E:82)

The integrated approach was used as the major purpose to facilitate communication, encourage interpretive thinking, planning predicting and creative thinking. A check list was kept to aid the writer in focusing on areas where children most needed help. (Appendix N:106) As the implementation progressed children showed improvement in all areas and by the twelfth week were able to interpret situations with 90-95 percent accuracy, 15 percent above what the writer had hoped to achieve.

Before implementation an interest inventory was given to the children. It was given to ascertain the interests of reluctant and disabled readers so interest could be challenged, evoke interest in reading for pleasure and reading improvement. At the end of implementation a question analysis of interest inventory revealed that the children had developed a significant interest in visiting the library and reading for pleasure by author, fiction or non-fiction stories. At the end of the twelfth week period a total of 528

books were read by the children.

A writer's portfolio was used as an ongoing evaluation. Portfolio assessment empowers the teacher and the children to evaluate ongoing word and to merge instruction and assessment. Portfolios are the children's special handmade and decorated folders, separate from the teacher's folders, in which students keep selected work they consider special. During the implementation period it helped the writer and children understand how the children were developing as readers and writers and guided the writer's insight into the children's favorite writing topics and interests. It was used as a basis for student/teacher, teacher/parent and teacher/administrator conferences. The Portfolios helped the writer analyze which language skills needed to be taught. The writer helped children to focus on mechanics as the capitalization of "I", beginning and ending of sentences as well as higher level criteria of a good development of a story plot. During each student/teacher conference writing samples were compared, the good work was reinforced and challenges were offered to extend the student's writing. By the end of the twelfth week all children in the targeted group were able to formulate, dictate and write their own stories using characters, plots and settings with 80 percent accuracy.

CHAPTER V

Recommendations

The most important aspects of being a whole language teacher are not always visible. Sitting in a circle with a group of children discussing a short story just being read does not separate a traditional teacher from a whole language teacher. Teaching is improvisation theater. Unfortunately, most educators are trained in classical acting, learning each line to the letter and delivering it each day.

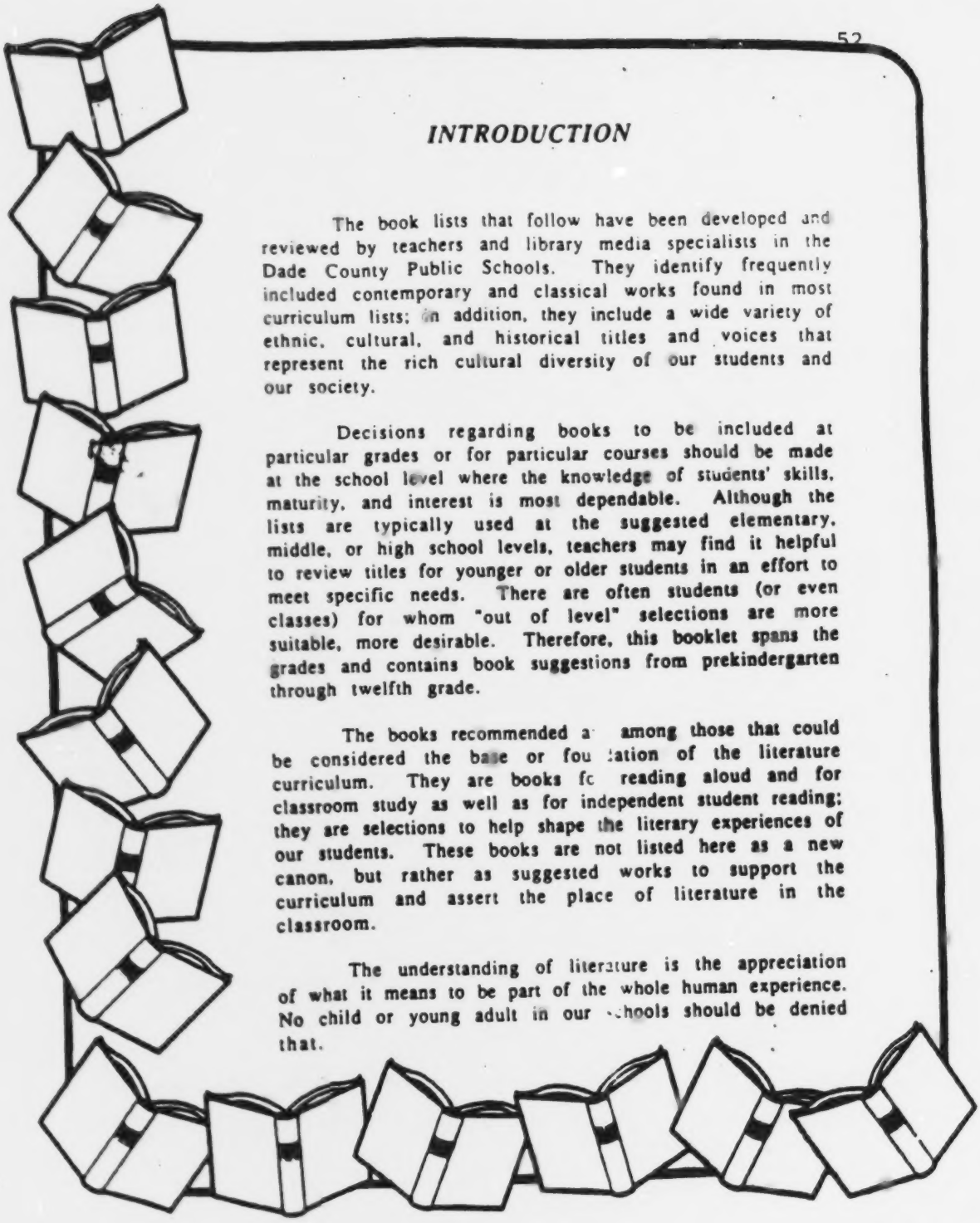
The writer hopes to help educators understand that real teaching occurs the moment teachers stop delivering lines and start listening to others. Teachers should be less like technicians and more like explorers, observing, analyzing, sharing and responding to students.

The writer hopes to share the research and implementation with colleagues and interest parties by using the following strategies:

1. Hold seminars and workshops with colleagues at School A and neighborhood schools.
2. Discuss the findings informally with anyone who will listen.
3. Apprise parents of the results at Parent Teachers Association meeting.

4. Share with administrators.
5. Share with Mrs. Jacqueline Jackson, Reading Coordinator Region Six.
6 Make copies for school and neighborhood libraries.
7. Share findings with associations and organizations with an effort toward having the implementation strategies and results published in magazines that are popularly read by educators.
8. Writer became a member of the Association of American Publishers Reading Initiative, a group that supports educators, implementing a literature based curriculum, in their classrooms. It offers a free teacher network for those interested in learning how to use children's books in the classroom.
9. Writer became a member of Dade Reading Council, an organization that plans exciting events and conferences, such as Reading Day in the Malls, and Photography in The Classroom.
10. Other wonderful organizations are The Florida Reading Association and The International Reading Association.
11. Included is a list of books developed and reviewed by teachers and media specialists in the Dade County Public Schools that all teachers should find entertaining.

The writer hopes educators will be accepting of a new challenge understanding that a classroom is not unlike a beach in that both are landscapes on which elements come together for a period of time, change or cause change, and then move on to some other area, each new classroom "a new beach" evolving and settling to make a firm foundation for educational excellence. Educators should forge ahead by developing programs to promote strengths and remove weaknesses, by setting high standards of expectancy and accepting the challenge to become a most effective educator.



INTRODUCTION

The book lists that follow have been developed and reviewed by teachers and library media specialists in the Dade County Public Schools. They identify frequently included contemporary and classical works found in most curriculum lists; in addition, they include a wide variety of ethnic, cultural, and historical titles and voices that represent the rich cultural diversity of our students and our society.

Decisions regarding books to be included at particular grades or for particular courses should be made at the school level where the knowledge of students' skills, maturity, and interest is most dependable. Although the lists are typically used at the suggested elementary, middle, or high school levels, teachers may find it helpful to review titles for younger or older students in an effort to meet specific needs. There are often students (or even classes) for whom "out of level" selections are more suitable, more desirable. Therefore, this booklet spans the grades and contains book suggestions from prekindergarten through twelfth grade.

The books recommended are among those that could be considered the base or foundation of the literature curriculum. They are books for reading aloud and for classroom study as well as for independent student reading; they are selections to help shape the literary experiences of our students. These books are not listed here as a new canon, but rather as suggested works to support the curriculum and assert the place of literature in the classroom.

The understanding of literature is the appreciation of what it means to be part of the whole human experience. No child or young adult in our schools should be denied that.

BEST COPY AVAILABLE

Aardema, Verna. Who's in Rabbit's House? A Masai Tale. Long One, hiding in Rabbit's house, threatens all who dare approach. This humorous, rhythmic African tale is presented graphically in the form of a stylized play.

Aardema, Verna. Why Mosquitoes Buzz in People's Ears: A West African Tale. This is an eccentric and quite wonderful story based on an odd chain of events. Mosquito tells a lie that results ultimately in the sun's not rising. When the animals, led by Lion, figure out just what happened, Mosquito is punished.

Ackerman, Karen. Song and Dance Man. Grandpa puts on his dancing shoes and stages a show for his grandchildren, showing them some of the songs, dances, and jokes from his vaudeville act.

Adoff, Arnold. Flamboyan. Flamboyan, a beautiful Puerto Rican girl, takes a siesta dream-flight. She glides over fresh water lagoons and mangrove shores to Dakity Bay. There, she dips and dives with pelicans and silver fish, providing young readers with a glimpse of her island home.

Ahlberg, Janet, and Allan Ahlberg. Each Peach Pear P n. This book provides a pictorial guessing game for children. They play "I Spy" and poin out such nursery rhyme and story characters as Jack and Jill, the Three Bears, and Cindere a, who are semi-hidden within the illustrations.

Allard, Harry. Miss Nelson Is Missing. This is the first in a raucous trio of books about students in Room 207, their dear teacher, Miss Nelson, and her mean, hideous, lunatic substitute, Miss Viola Swamp.

Andersen, Hans Christian. Hans Christian Andersen: His Classic Fairy Tales. This is a fine, beautifully illustrated selection of the classic Andersen tales most appreciated by children.

Anderson, Brian. The Brother's Grimm: Popular Folk Tales. This distinguished translation of thirty-one tales is accompanied by the often humorous and sometimes mysterious paintings of Michael Foreman.

Anno, Mitsumasa. Anno's Counting Book. Many mathematical concepts are developed in one of the most inventive and perfect counting books of recent years. This is one of the few counting books that begin with zero.

Baker, Olaf. Where the Buffaloes Begin. The drawings vividly create the sense of power and beauty of the buffalo, as well as the sense of respect the Native Americans had for these great beasts. The story is told as seen through the eyes of Little Wolf, a young boy.

Barrett, Judi. Cloudy with a Chance of Meatballs. In the fantasy land of Chew and Swallow, the weather changes three times a day (at breakfast, lunch, and supper), supplying all the residents with food out of the sky. Suddenly the weather takes a turn for the worse in this delightful tale.

Bemelmans, Ludwig. Madeline's Rescue. In this Paris adventure of the inimitable Madeline, she falls into the Seine and is rescued by a dog that is promptly adopted by Madeline's boarding school and named Genevieve. The problem arises when the school's trustees say the dog must go. The book received the 1954 Caldecott Medal.

Brown, Marcia. Stone Soup. In this lively retelling of an old tale, the villagers don't want to help some very hungry soldiers. The soldiers arouse the villagers' interest by saying they're going to make soup with stones, but they always flavor their delicious soup with . . . And the intrigued villagers furnish the soup's ingredients.

Brown, Margaret Wise. The Goodnight Moon. The coming of night is shown in pictures that change from bright to dark as a small rabbit says goodnight to the familiar things in his nest.

Brunhoff, Jean de. The Story of Babar, the Little Elephant. Babar runs away from the jungle and goes to live with an old lady in Paris, where he adapts quickly to French amenities. Later he returns to the jungle and becomes king.

Burton, Virginia L. The Little House. A little house in the country witnesses change as it gradually becomes surrounded by tall buildings and noisy city traffic. The book received the 1943 Caldecott Medal; it is still a favorite with children.

Carle, Eric. The Very Hungry Caterpillar. This caterpillar is so hungry that he eats right through the pictures on the pages of the book. After leaving many holes, he emerges as a beautiful butterfly on the last page.

Clifton, Lucille. The Boy Who Didn't Believe in Spring. An African American child hears everyone talking about spring and sets out to get some. He makes several discoveries along the way.

Cooney, Barbara. Miss Rumphius. Following the advice of her grandfather to make the world more beautiful, Miss Rumphius plants lupine all over her little seacoast village. Repetition of the story line and the continuity of life are nicely portrayed as Miss Rumphius passes her grandfather's advice on to her grandniece.

Crews, Donald. Freight Train. The young child will learn to identify various cars in a freight train, from the engine to the caboose, as this stylized freight train passes by, slowly at first, then in a blur of black and bright colors.

Daly, Niki. Not So Fast, Songololo. Cheerful, detailed watercolor illustrations accompany the story of little Malusi and his trip to the city with his granny to buy what in South Africa are called tackies and what American children know as sneakers. The ordinary everyday quality of the expedition is part of the book's charm.

De Angeli, Marguerite, ed. Book of Nursery and Mother Goose Rhymes. The editor/illustrator has compiled a beautiful edition that offers nearly 400 rhymes, including all of the old favorites as well as those that are less familiar, and over 250 lovely, imaginative, soft watercolor illustrations.

De Paola, Tomie. The Knight and the Dragon. A young knight wants to fight a dragon, and in a cave far away, a dragon decides that he ought to duel with a knight. The knight prepares for battle by studying books borrowed from the library, while the dragon practices increasing his meanness. When the foes finally meet, their encounter is resolved in a very unique way.

De Paola, Tomie. The Legend of the Indian Paintbrush. Little Gopher, smaller than other boys of his Plains Indian tribe, cannot do what others do, but he discovers that he has a different talent: painting pictures of tribal glories. Capturing the colors of the evening sky eludes his skill until one night when he finds special brushes and paints the perfect picture. What happens to the brushes is the legend of the Indian paintbrush.

De Paola, Tomie. Tomie De Paola's Mother Goose. More than 200 popular rhymes are illustrated with brilliant jewel tones. The pictures are large enough to hold the interest of young children.

Duvoisin, Roger. Petunia. Petunia, the silly goose, finds a book and carries it around, believing that this will make her wise. After a catastrophe brought on by her own foolishness, she discovers that it is what is inside the book that counts.

Emberly, Barbara. Drummer Hoff. Seven soldiers build a magnificent cannon and "Drummer Hoff fires it off" in this cumulative, repetitive rhyme, illustrated with color-accented woodcuts.

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Ets, Marie Hall, and Aurora Labastida. Nine Days to Christmas. Ceci, a five-year-old girl of Mexico City, experiences her first and very own "posada." A posada is a series of parties held on the nine days preceding Christmas.

Flack, Marjorie and Kurt Wiese. The Story About Ping. A modern classic, this simple story of a young duck who lives on a boat on the Yangtze River of China has been loved by children for more than fifty years.

Freeman, Don. Corduroy. A toy bear who lives in a big department store loses a button from his green corduroy overalls. He does not find his button, but instead finds what he has always wanted — a friend, Lisa, a very pretty African American girl.

Friedman, Ina R. How My Parents Learned to Eat. A young girl tells the story of the courtship of her parents — an American sailor and a Japanese schoolgirl. Both are too embarrassed to admit their lack of knowledge about each other's eating customs. On their first date they decide, however, that the best way to learn is from each other.

Gag, Wanda. Millions of Cats. As its longevity attests, children love this wildly impossible story. They enjoy every minute of the old man's bewilderment as he realizes that instead of coming home with one cat, he has somehow involved himself with millions and billions and trillions of them.

Galdone, Paul. Henny Penny. This is a simple retellin of the cumulative folktale about Henny Penny and her barnyard friends, ho are literally outfoxed on their journey to tell the king that the sky is falli g. This version has a different ending which makes the fox seem somewhat less villainous.

Galdone, Paul. Little Red Riding Hood. This retelling of a well-known folktale about an innocent little girl's encounter with a villainous wolf adheres to the original Grimm version in which both Grandmother and Red Riding Hood are eaten up and later rescued by a passing huntsman.

Galdone, Paul. The Monkey and the Crocodile: A Jataka Tale from India. In the retelling of an Indian fable, a monkey manages to outwit a crocodile who is trying to capture him.

Galdone, Paul. The Three Billy Goats Gruff. In this boldly illustrated retelling of the old Norwegian folktale, the goats outwit the wicked troll and send him over the rickety bridge to a watery grave.

Goble, Paul. The Girl Who Loved Wild Horses. After becoming lost in a storm, a young Indian girl survives by living with a herd of wild horses. In this mystical story, she becomes a horse herself.

Green, Norma B. The Hole in the Dike. Adapted from a story first published by M. M. Dodge. this is the tale of the brave lad who saved Holland from disaster by using his finger to plug a leak in the dike.

Grifalconi, Ann. The Village of Round and Square Houses. A young girl in a small village in the Cameroons listens to Gran'ma Tika tell the story of why the men live in square houses, while the women live in round houses. She learns respect for the wisdom and experience of elders.

Hoban, Tana. 26 Letters and 99 Cents. Color photographs of letters, numbers, coins, and common objects introduce the alphabet, coinage, and counting system.

Hoberman, Mary Ann. A House Is a House for Me. In lilting verse, this concept book expands on the idea of houses for people, animals, and things.

Hutchins, Pat. The Doorbell Rang. Each time the doorbell rings, more people have come to share Ma's wonderful cookies.

Hutchins, Pat. Rosie's Walk. In this hilarious picture book only thirty-three words are used to guide the reader through the doublespread, stylized pictures. Rosie the hen goes for a walk around the farm and gets home in time for dinner, completely unaware that a fox has been hot on her heels every step of the way.

Isaacson, Philip M. Round Buildings, Square Buildings, and Buildings that Wiggle Like a Fish. With language that reads like poetry, Isaacson opens the reader's eyes to the beauty of buildings around the world, from temples of worship, fortresses, and air terminals to bridges, windmills, and crude fishing shacks. This is a visual treat that a reader can return to again and again.

Jonas, Ann. Round Trip. Text and black and white illustrations record the sights during a trip to the city and back home again to the country. The trip to the city is read from front to back and the return trip, from back to front, upside down.

Keats, Ezra Jack. Goggles. This is a sympathetic and realistic story of two boys who outwit the bullies in a vacant lot. The book is enhanced by Keats's impressionistic collages and his characteristic intuitive feel for children's vulnerability and resilience.

Keats, Ezra Jack. The Snowy Day. A young African American boy has delightful adventures as he experiences his first snowfall.

Kipling, Rudyard. Adapted by Robin McKinley. Tales from the Jungle Book. This children's classic is a collection of thrilling stories about the wild, and about the orphan Mowgli and his love for the animals of the Indian jungle.

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Kraus, Robert. Leo the Late Bloomer. Leo, a young tiger, finally learns to read, write, and eat neatly, blooming under the anxious eyes of his parents.

Leaf, Munro. The Story of Ferdinand. Ferdinand is a bull who refuses to participate in bull fights, despite the rip-snorting enthusiasm of his peers. His mother worries, but she understands that Ferdinand "just likes to sit quietly under the cork tree and smell the flowers."

Lionni, Leo. Swimmy. Swimmy, an insignificant fish, escapes when a larger fish swallows a school of small fish. As he swims away from danger he meets many wonderful, colorful creatures and later saves another school of fish from the jaws of the enemy.

Lobel, Arnold. Frog and Toad Are Friends. Here are five stories that recount the adventures of two best friends. Beginning readers will be able to read this book independently.

Lobel, Arnold. The Random House Book of Mother Goose. Illustrated by Arnold Lobel, this collection of Mother Goose nursery rhymes includes both well-known and less familiar treasures.

Lobel, Arnold and Anita. On Market Street. Children will love this alphabet storybook about a boy who goes shopping for gifts from A to Z.

Marshall, James. Goldilocks and the Three Bears. A delightful irreverent retelling of an old favorite, Marshall's version is illustrated with delicious humor and contemporary touches.

Mayer, Mercer. Frog Goes to Dinner. Engaging pen-and-ink drawings will delight youngsters into supplying the story line for Frog's adventure as he stows away in a pocket in this wordless picture book. He ultimately wreaks havoc and creates disgrace for the family at the posh restaurant where they are having dinner.

McCloskey, Robert. Blueberries for Sal. The author-artist tells what happens on a summer day in Maine when a little girl and a bear cub, wandering away from their blueberry-picking mothers, mistake each other's mother for their own.

McCloskey, Robert. Make Way for Ducklings. This classic tale of a family of ducklings, set in Boston, continues to delight readers.

McKissack, Patricia. Flossie & the Fox. A wily fox, notorious for stealing eggs, meets his match when he encounters a bold little African American girl in the woods. She insists on proof that he is a fox before she will be frightened.

Mosel, Arlene. Tikki Tikki Tembo. This delightful read-aloud story tells about a too-favored older brother who nearly comes to grief because of his inflated name, which just happens to be a frolicking tongue-twister.

Ormerod, Jan. Sunshine. Without benefit of words, this book follows a preschooler as she rubs her eyes awake, tiptoes into her sleeping parents' bedroom, and experiences all the activities of a leisurely, then rushed, preparation for the day's events.

Peet, Bill. Big Bad Bruce. A clowning bully, Bruce is a bear whose idea of fun is watching other animals scamper away when he rolls huge boulders down a hill. Almost hit, an angry witch shrinks Bruce to a wee creature and takes him home for a pet.

Perrault, Charles. Cinderella or The Little Glass Slipper with Pictures by Marcia Brown. This is the classic story of the poor, good-natured girl who works for her selfish step-sisters until a fairy godmother transforms her into a beautiful "princess" for just one night. This version was awarded the 1955 Caldecott Medal for the beautiful illustrations that make the story memorable.

Polacco, Patricia. The Keeping Quilt. Long ago, Polacco's quilt was made from relatives' cast-off clothing and bordered with her great grandma Anna's babushka which came from "back home Russia." The quilt becomes an integral part of important family celebrations.

Pomerantz, Charlotte. The Chalk Doll. Rose has a cold, d while Mother tucks her in for a nap, she tells Rose about growing up in Jamaica, too po r for store-bought "chalk" dolls. Rose's mother describes the fun she had playing with th gs she made for herself. This is a stunning book in design, illustration, and story.

Potter, Beatrix. The Tale of Peter Rabbit. This is the tale about the famous rabbit family consisting of Floppy, Mopsy, Cotton-tail, and especially Peter Rabbit, who disobeys Mother Rabbit's admonition not to go into Mr. McGregor's garden.

Prelutsky, Jack. The Random House Book of Poetry for Children. This anthology of 572 poems, profusely illustrated by Arnold Lobel, includes both humorous verse and fine poems by Robert Frost, Eleanor Farjeon, Emily Dickinson, Dylan Thomas, and others.

Rey, H. A. Curious George Rides a Bike. George, the monkey with mischievous curiosity, goes riding on his new bicycle and runs into unexpected adventure.

Rylant, Cynthia. The Relatives Came. What a visit! All those relatives from Virginia piled into their car and drove north to visit. Vivid words and pictures explode with life as they hug, eat, work, and play.

Sendak, Maurice. Where the Wild Things Are. This is a tale of very few words. Max was sent to his room for cavorting around in his wolf suit. He dreamed of going where the wild things are, to rule them and share their rumpus. Then a longing to be "where someone loved him best of all" swept over him. The book received the 1964 Caldecott Medal.

Seuss, Dr. The Cat in the Hat. This nonsense story in verse about an unusual cat and his outrageous tricks has become a children's classic.

Seuss, Dr. Green Eggs and Ham. This is a story in rhyme which illustrates the principle that things are not always as they appear. "Sam-I-Am" wins a determined campaign to make another Seuss character eat a plate of "green eggs and ham" in this repetitive, controlled vocabulary story.

Seuss, Dr. McElligot's Pool. In spite of a warning that there are no fish in McElligot's pool, a boy continues to fish and to imagine the rare and wonderful denizens of the deep that he just "might" catch.

Siebert, Diane. Mojave. Siebert's evocative and poetic text, extended by Minor's spectacular paintings, explores the land and animals of the Mojave Desert in a celebration of the wonders of nature.

Silverstein, Shel. Giving Tree. A tree and a little boy love each other and spend much time together. As the boy grows older, he has less time for the tree but as each great need appears in his life, the tree gives what she has to meet his need. Finally, she has only a stump, but that is just what the boy, by now an old man, needs — a quiet place to sit and rest. Though simple in appearance, the story is one of perception and great depth.

Snyder, Diane. The Boy of the Three-Year Nap. Clean, exquisite paintings reflect the wit and humor of this Japanese folktale about a lazy but clever boy who is ultimately outwitted by his mother.

Spier, Peter. Peter Spier's Rain. A brother and sister and their pets go on a watercolor adventure through their town. When the rain becomes a downpour and the wind pops their umbrella inside out, the children run home for games, dinner, bed, and a peek from the window.

Steig, William. Doctor De Soto. A mouse dentist and his assistant treat all creatures, large and small, except those that are injurious to mice. When Fox begs for help, they face a dilemma. Fox is in pain, and the demand of professional ethics is that they pull his aching tooth and replace it with a sound one.

Steptoe, John. Stevie. The universal theme of childhood jealousy is poignantly captured in this picture-story. A small African American boy resents Stevie, who comes to his home for day-care. Stevie is a pest; he messes up toys and he wants everything he sees. However, when Stevie leaves, Robert misses him terribly.

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Turkle, Brinton. Do Not Open. Elderly Miss Moody and her cat, Captain Kidde, find a bottle on the seashore. Miss Moody ignores the label warning "Do Not Open" and liberates a horror.

Van Allsburg, Chris. The Polar Express. Whisked aboard a magical train to the North Pole on Chistmas Eve, a young boy receives the first gift of Christmas from Santa Claus.

Van Allsburg, Chris. The Wreck of the Zephyr. In this tale, a boastful young sailor is carried by a storm to a land where boats can sail the skies and he is determined to bring the secret of such sailing home with him under the cover of darkness. The narration provides excellent imagery and a sense of mystery.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. In situations that are easy for every youngster to relate to, Alexander experiences a series of problems that cause him to speculate about running away to Australia.

Viorst, Judith. The Tenth Good Thing About Barney. At a backyard funeral, a little boy tries to think of ten good things to say about his cat, Barney, but can come up with only nine. His father helps him discover a tenth — and comforting — good thing.

Waber, Bernard. The House on East Eighty-eighth Street. "Every home should have a crocodile," conclude the Primms, who moved into a brownstone to find lovable Lyle in the bathtub. Waber's text is enhanced by his wryly u oarious and enchantingly witty drawings.

Waber, Bernard. Ira Sleeps Over. Torn between his fear of being considered a baby and his fear of what it may be like to sleep without his bear when he sleeps at a friend's house, Ira has a hard time deciding what to do. His dilemma is solved when he discovers that his friend Reggie also has a nighttime bear companion.

Wildsmith, Brian. 1 2 3. Large numerals with their names spelled out beneath, and boldly colored geometric shapes on facing pages illustrate the numbers from one to ten. As the numbers get larger, the shapes are arranged to form recognizable objects: a horse, an owl, a locomotive.

Williams, Jay. Everyone Knows What a Dragon Looks Like. A small boy saves his mountain village from destruction by the Wild Horsemen while the pompous elders panic. Children enjoy the surprise ending and gorgeous Chinese illustrations by Mercer Mayer.

Wood, Audrey. The Napping House. In this cumulative tale, everyone is pleasantly napping until a pesky flea starts the clamor that wakes up the whole family — mouse, cat, dog, and granny. This is a clever, beautiful book, and excellent for reading aloud.

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Yashima, Taro. Crow Boy. This is a touching story about a boy who is "different" but discovers, as do his classmates, that everyone has something special to offer.

Zion, Gene. Harry the Dirty Dog. A white dog with black spots hates baths and runs away from one. During his flight through road repairs, a railroad yard, construction sites, and coal deliveries, he becomes thoroughly grimy. He returns home in such sad condition that even his family does not recognize him.

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Appendices

Appendix A

Student Membership (1991-1992)

Appendix A

Student Membership (1991-1992)

Grade	Membership
K	159
1	199
2	189
3	177
4	177
5	162
6	71

Appendix B

Kindergarten Survey and Results

Appendix B

Kindergarten Survey and Results

Seven kindergarten teachers were surveyed and the following indicates the response to each question.

Question Number	Number of teachers who responded		
	Always	Sometimes	Never
1		7	
2		7	
3	5	2	
4	1	6	
5		4	3
6	3	4	
7	7		
8		7	
9			7
10		4	3

Please rate your class accordingly as you remember them at the end of school year 1990-1991.

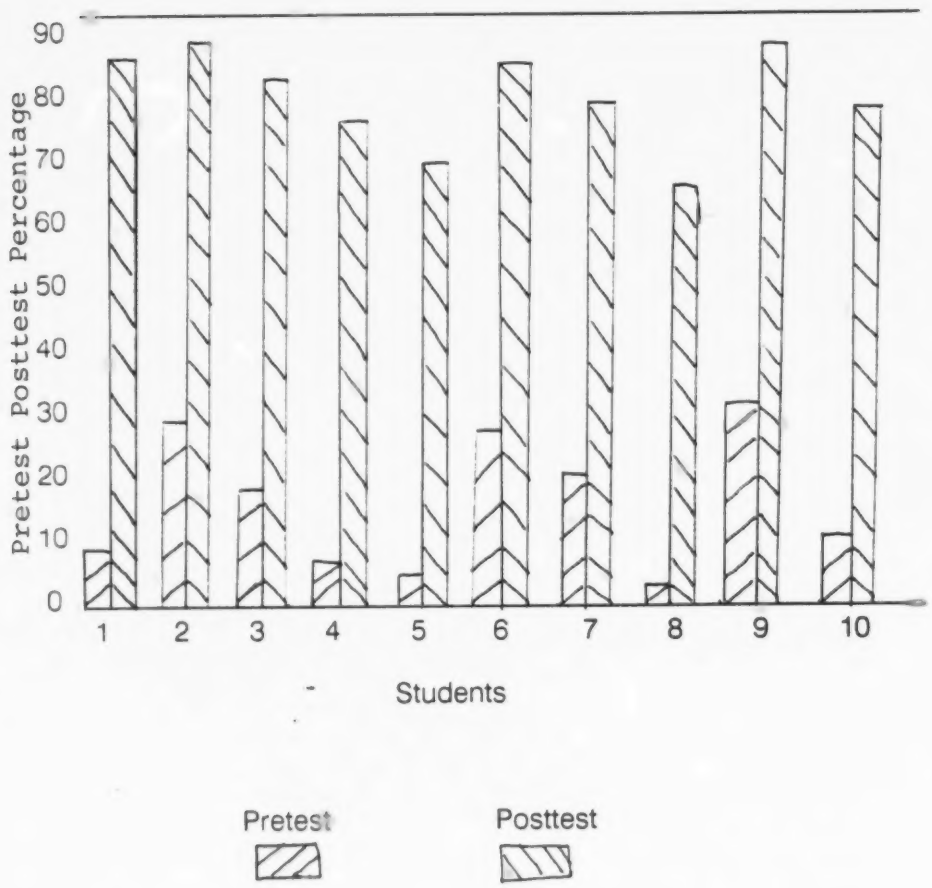
	Always	Sometimes	Never
1. Listen to and respond to simple oral directions.			
2. Understand the difference between a question and a statement and be able to respond appropriately.			
3. Listen to simple stories in order to retell them in his/her own words.			
4. Listen to a story and retell in sequential order.			
5. Could change the beginning or ending of a story and add their own ideas.			
6. Expand speaking vocabulary and demonstrate correct use of new words.			
7. Describe in a sentence an object, picture, or event he/she has seen or experienced.			
8. Put pictures of a story in sequential order.			
9. Have the readiness skills for a first grade reader.			
10. Could predict the outcome of a story.			

Appendix C

Dolch Basic Sight Words Results

Appendix C

Results of Basic Sight Word Test



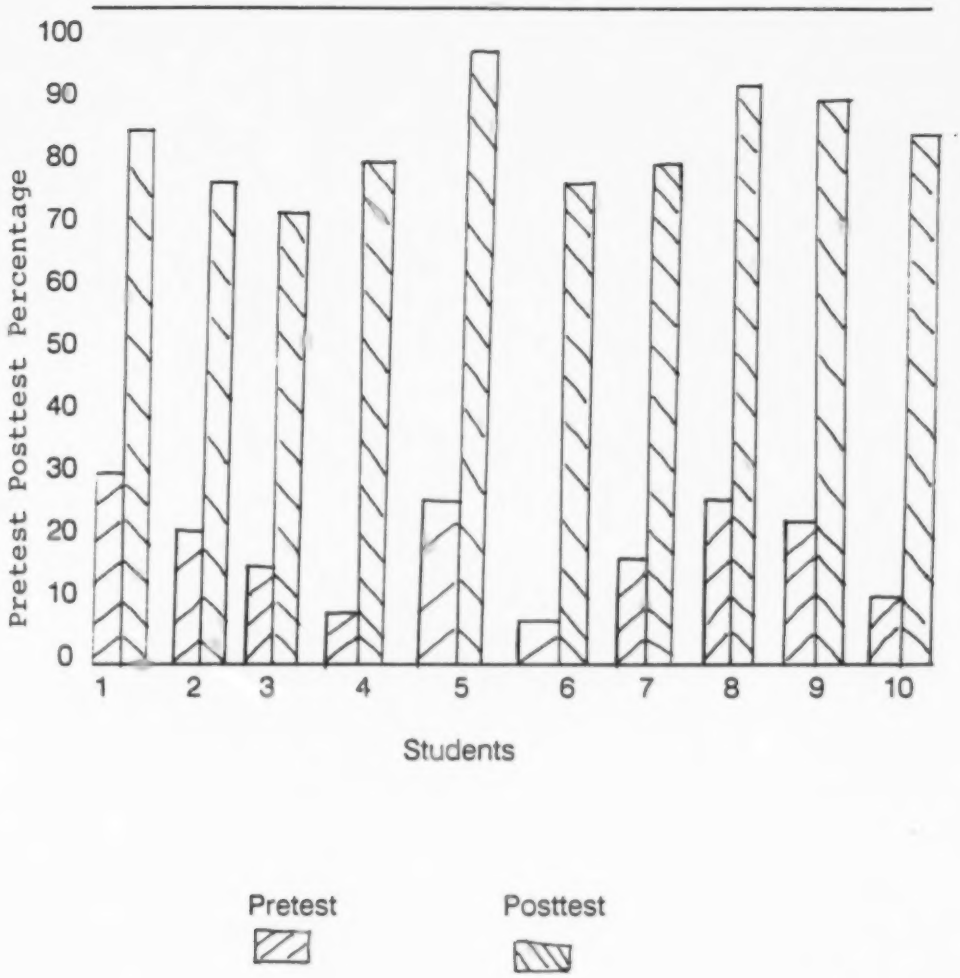
Appendix D

Results of Analytical Reading

Inventory Word List Primer Form A

Appendix D

Results of Analytical Reading Inventory Word List Primer Form A



Appendix D

Result of Graded Passage from Analytical Reading Inventory Primer - Pretest

Student	Questions Correct	%	Questions 1-2	Questions 3-4	Questions 5-6
1	2	33	1	0	1
2	1	16	1	0	0
3	0	0	0	0	0
4	2	33	1	1	0
5	3	50	1	1	1
6	2	33	1	1	0
7	0	0	0	0	0
8	4	66	2	1	1
9	1	16	1	0	0
10	1	16	0	0	1

Average 26%

Appendix D

Result of Graded Passage from Analytical Reading Inventory Primer - Posttest

Student	Questions Correct	%	Questions 1-2	Questions 3-4	Questions 5-6
1	6	100	2	2	2
2	6	100	2	2	2
3	5	83	2	1	2
4	6	100	2	2	2
5	6	100	2	2	2
6	6	100	2	2	2
7	5	83	2	1	2
8	6	100	2	2	2
9	6	100	2	2	2
10	6	100	2	2	2

Class Average 97%

(Student Booklet page 28)

(Primer)	(1)	(2)
1. not	1. kind	1. mile
2. funny	2. rocket	2. fair
3. book	3. behind	3. ago
4. thank	4. our	4. need
5. good	5. men	5. fourth
6. into	6. met	6. lazy
7. know	7. wish	7. field
8. your	8. told	8. taken
9. come	9. after	9. everything
10. help	10. ready	10. part
11. man	11. barn	11. save
12. now	12. next	12. hide
13. show	13. cat	13. instead
14. want	14. hold	14. bad
15. did	15. story	15. love
16. have	16. turtle	16. breakfast
17. little	17. give	17. reach
18. cake	18. cry	18. song
19. home	19. fight	19. cupcake
20. soon	20. please	20. trunk

(Student Booklet page 29)

(3)

1. beginning _____
2. thankful _____
3. written _____
4. reason _____
5. bent _____
6. patient _____
7. manage _____
8. arithmetic _____
9. burst _____
10. bush _____
11. gingerbread _____
12. tremble _____
13. planet _____
14. struggle _____
15. museum _____
16. grin _____
17. ill _____
18. alarm _____
19. cool _____
20. engine _____

(4)

1. worm _____
2. afford _____
3. player _____
4. scientific _____
5. meek _____
6. rodeo _____
7. festival _____
8. hillside _____
9. coward _____
10. boom _____
11. booth _____
12. freeze _____
13. protest _____
14. nervous _____
15. sparrow _____
16. level _____
17. underground _____
18. oxen _____
19. eighty _____
20. shouldn't _____

Examiner's Introduction (Student Booklet page 31): Pat is thinking about fooling Mom. Have you ever thought about tricking your folks? Please read about Pat.

Pat sat by the tree.

"Mom wants me to work. Pat said.

"I do not want to help her work.

I will hide by this big tree.

She will not find me.

I will hide from her.

My mom will not find me.

I will hide by this big tree!"

Comprehension Questions and Possible Answers

(mi) 1. What is this story about?
(Hiding from mom, getting out of work, etc.)

(f) 2. Where is Pat sitting?
(by the big tree)

(t) 3. What does the word *work* mean in this story?
(to do a chore or to do something you are supposed to do)

(ce) 4. Why is Pat going to hide by the big tree?
(so Pat's mom will not find Pat)

(f) 5. What does Pat's mom want Pat to do?
(help her work)

(inf) 6. What is said in the story which makes you think Pat doesn't want to work?
(Stated: I don't want to help her work, so I'll hide from her.)

Miscue Count:

O___I___S___A___REP___REV___

Scoring Guide	
Word Rec.	Comp.
IND 0–1	IND 0
INST 2–3	INST 1–2
FRUST 5+	FRUST 3+

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STUDENT RECORD SUMMARY SHEET

Student _____ Grade _____ Sex _____ Age _____ yrs. mos.

School _____ Administered by _____ Date _____

Grade	Word Lists	Graded Passages			Estimated Levels
	% of words correct	WR Form ___	Comp. Form ___	Listen. Form ___	
Primer					
1					
2					
3					
4					
5					
6					
7					
8					
9					

Grade

Independent _____
Instructional _____
Frustration _____
Listening _____

Check consistent oral reading difficulties:

___ word-by-word reading
___ omissions
___ substitutions
___ corrections
___ repetitions
___ reversals
___ inattention to punctuation
___ word inserts
___ requests word help

Check consistent word recognition difficulties:

___ single consonants
___ consonant clusters
___ long vowels
___ short vowels
___ vowel digraphs
___ diphthongs
___ syllabication
___ use of context
___ basic sight
___ grade level sight

Check consistent comprehension difficulties:

___ main idea
___ factual
___ terminology
___ cause and effect
___ inferential
___ drawing conclusions
___ retelling

Description of reading behaviors:

_____

_____

_____

_____

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QUALITATIVE ANALYSIS SUMMARY SHEET

FORM ____

Student _____ Grade _____ Sex _____ Age _____ yrs. mos.

Level	Word in Text	What Child Read	Sampling of Miscues	
			Meaning Change	Nature of Miscue*

Summary Comments _____

*A miscue may be lack of knowledge of any of the following: basic sight words; grade level sight vocabulary; consonant sounds; vowel sounds; blends; digraphs; diphthongs; structural analysis of roots, affixes, possessives, plurals, word families, compound words, accent, and syllabication rules. For complete definitions and suggestions for remediation of each of these miscues, refer to Ekwall (1985).

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Appendix E

Results of Heath Reading Level Test (Preprimer)

Appendix E

Results of Heath Reading Program

Level Test - Preprimer - Pretest

Student	Questions Correct	%	Questions 1-5	Questions 6-10	Questions 11-15	Questions 16-20	Questions 21-25	Questions 26-30
1	15	50	4	5	5	0	1	0
2	14	47	4	5	5	0	0	0
3	17	57	5	5	5	1	1	0
4	15	50	4	5	5	0	1	0
5	15	50	5	5	5	0	0	0
6	15	50	5	5	5	0	0	0
7	16	53	4	5	5	0	0	0
8	14	47	4	5	5	0	0	0
9	14	47	4	5	5	0	0	0
10	14	47	4	5	5	0	0	0

Average 50%

Results of Heath Reading
Level Test - Preprimer - Posttest

Student	Questions Correct	%	Questions 1-5	Questions 6-10	Questions 11-15	Questions 16-20	Questions 21-25	Questions 26-30
1	29	97	5	5	5	5	5	4
2	28	93	5	5	5	5	4	4
3	30	100	5	5	5	5	5	5
4	29	97	5	5	5	5	5	4
5	30	100	5	5	5	5	5	5
6	29	97	5	5	5	5	4	5
7	30	100	5	5	5	5	5	5
8	29	97	5	5	5	4	5	5
9	30	100	5	5	5	5	5	5
10	29	100	5	5	5	5	4	5

Average 98%

Appendix F

Interest Inventory

Appendix F

Interest Inventory

I would like to find out more about your favorite activities and books so that I can help you select reading materials which you will find interesting and fun. I am going to ask you a few questions. Please answer as best you can.

1. What is the name of your favorite book which someone has read aloud to you?
2. What is the name of your favorite book which you have read yourself?
3. What kind of books and stories do you like to hear read aloud to you?
4. Have you ever gone to the library and picked out a book to take home and read?
5. Do you have a library card?
6. What are the names of some of the books which you own at home that you like to read?
7. What are the names of your two favorite television programs?
8. What do you really like to do after school?
9. What do you like to do best on a Saturday.
10. What kind of games do you like to play?
11. Do you collect anything? If you do, what kind of things do you like to collect?
12. Do you enjoy reading for fun?
13. Where does your family like to go for a summer vacation?

14. What do you like to do best with your mother? (father?)

Appendix G

Index Card Technique

Appendix G

Index Card Technique

Name_____Grade_____Teacher_____

Results of the Interest Inventory

Independent Reading Level_____

Favorite kinds of books_____

_____

Hobbies and special interests_____

_____

Favorite After School activities_____

_____

Favorite television programs_____

_____

Other important interests_____

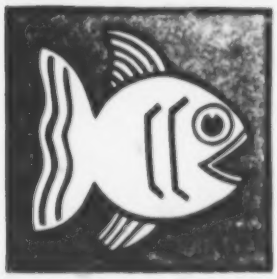
_____

Appendix H

Interim Progress Evaluation

FORM A

UNIT TEST



Yellow Fish, Blue Fish

My Friends the Frogs

Grab That Dog!

Donna Alvermann
Connie A. Bridge
Barbara A. Schmidt
Lyndon W. Searfoss
Peter Winograd

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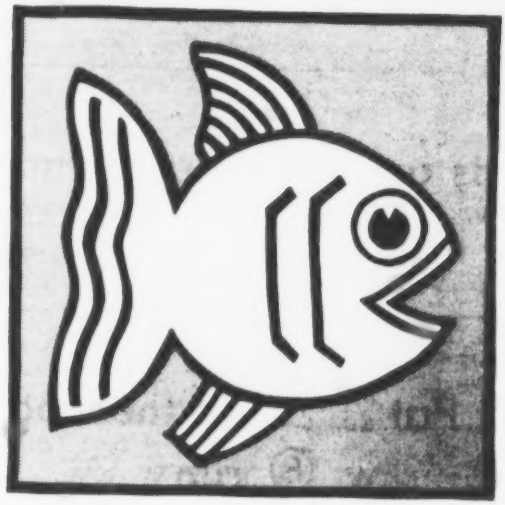
3 4 5 6 7 8 9 0

97A

Name _____ Date _____

PREPRIMER 1 • FORM A



A. Word Skills

Name _____

S. This is my blue ___.

Ⓐ hand Ⓑ dance Ⓒ hat

---

1. Jan can ___ the balloon.

Ⓐ pop Ⓑ help Ⓒ go

---

2. My hands and ___ are warm.

Ⓐ toes Ⓑ fish Ⓒ dance

---

3. Ben and Pat ___ with the dog.

Ⓐ put Ⓑ run Ⓒ cut

---

4. He can read the ___.

Ⓐ hat Ⓑ back Ⓒ book

---

5. Don and Kim ___ out.

Ⓐ do Ⓑ come Ⓒ have

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Name _____

B. Word Skills

5. Ⓐ c Ⓑ y Ⓒ r Ⓓ w

6. Ⓐ h Ⓑ s Ⓒ z Ⓓ v

7. Ⓐ k Ⓑ qu Ⓒ n Ⓓ g

8. Ⓐ y Ⓑ w Ⓒ r Ⓓ m

9. Ⓐ n Ⓑ k Ⓒ l Ⓓ c

10. Ⓐ r Ⓑ c Ⓒ z Ⓓ p

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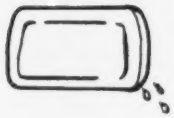
C. Word Skills

Name _____

5. 

Ⓐ g Ⓑ d Ⓒ p Ⓓ t

11.

Ⓐ d Ⓑ p Ⓒ g Ⓓ t

12.

Ⓐ n Ⓑ m Ⓒ t Ⓓ d

13.

Ⓐ p Ⓑ t Ⓒ d Ⓓ g

14.

Ⓐ m Ⓑ d Ⓒ n Ⓓ p

15.

Ⓐ d Ⓑ p Ⓒ t Ⓓ g

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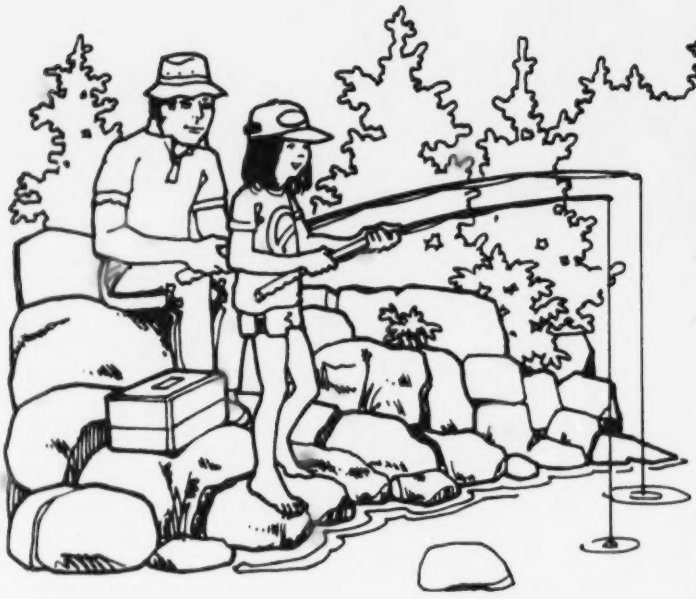
Name _____

D. Comprehension



Dad and Meg go fishing.
They are at the lake.
They will catch many fish.
Soon they will go home.
Dad will cook the fish.

5. What is this story about?

Ⓐ Dad and Meg go fishing.
Ⓑ The fish are in the lake.
Ⓒ The fish go home.

16. Where are Dad and Meg?

Ⓐ at the zoo
Ⓑ at home
Ⓒ at the lake

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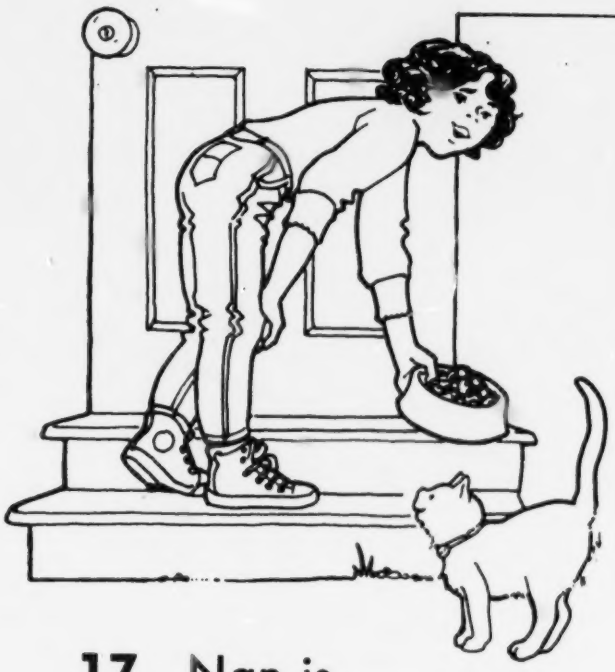
D. Comprehension

Name _____



Nan plays with her cat in the park.
Nan likes to pet her cat, too.
She brings the cat home.
Then she feeds the cat at home.
Nan is nice to her cat.

17. Nan is ___.

Ⓐ sad
Ⓑ nice
Ⓒ mad

18. Where does Nan feed her cat?

Ⓐ on the bed
Ⓑ in the park
Ⓒ at home

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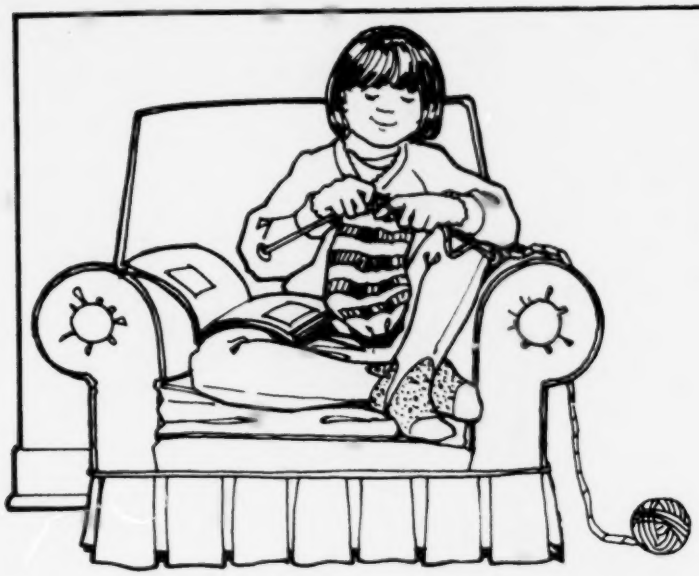
Name _____

D. Comprehension



Pam likes to make things at home.
She makes pictures.
She makes cards.
She helps make her clothes.
Now she is making a hat.
It is red.
It will keep her head warm.
Pam is happy with her hat.

19. How does Pam feel about her hat?

Ⓐ sad
Ⓑ happy
Ⓒ mad

20. What is this story about?

Ⓐ Pam makes things at home.
Ⓑ Pam plays with a friend.
Ⓒ Pam sits down at school.

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Name _____ Date _____

PREPRIMER 2 • FORM A

A. Word Skills

Name _____

S. The dog has a white ___.

Ⓐ cow Ⓑ hand Ⓒ tail

---

1. Bob and Lee are ___.

Ⓐ ears Ⓑ things Ⓒ friends

---

2. Mom will read the ___.

Ⓐ paper Ⓑ balloon Ⓒ shop

---

3. The ___ likes to dance.

Ⓐ tape Ⓑ step Ⓒ man

---

4. You ___ in a bed.

Ⓐ run Ⓑ sleep Ⓒ fish

---

5. The funny duck was a good ___.

Ⓐ pet Ⓑ can Ⓒ toe

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Name _____

B. Word Skills

5.	Ⓐ ran	Ⓑ red	Ⓒ run	Ⓓ rim
6.	Ⓐ bake	Ⓑ but	Ⓒ bat	Ⓓ bit
7.	Ⓐ tell	Ⓑ tan	Ⓒ too	Ⓓ tin
8.	Ⓐ for	Ⓑ fat	Ⓒ fan	Ⓓ fit
9.	Ⓐ did	Ⓑ dog	Ⓒ dig	Ⓓ dad
10.	Ⓐ sat	Ⓑ see	Ⓒ some	Ⓓ sit

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B. Word Skills

Name _____

11. Ⓐ rid Ⓑ red Ⓒ rag Ⓓ ram

12. Ⓐ cut Ⓑ cat Ⓒ come Ⓓ cow

13. Ⓐ pat Ⓑ pet Ⓒ pit Ⓓ put

14. Ⓐ bag Ⓑ but Ⓒ boy Ⓓ big

15. Ⓐ tail Ⓑ tip Ⓒ tag Ⓓ tape

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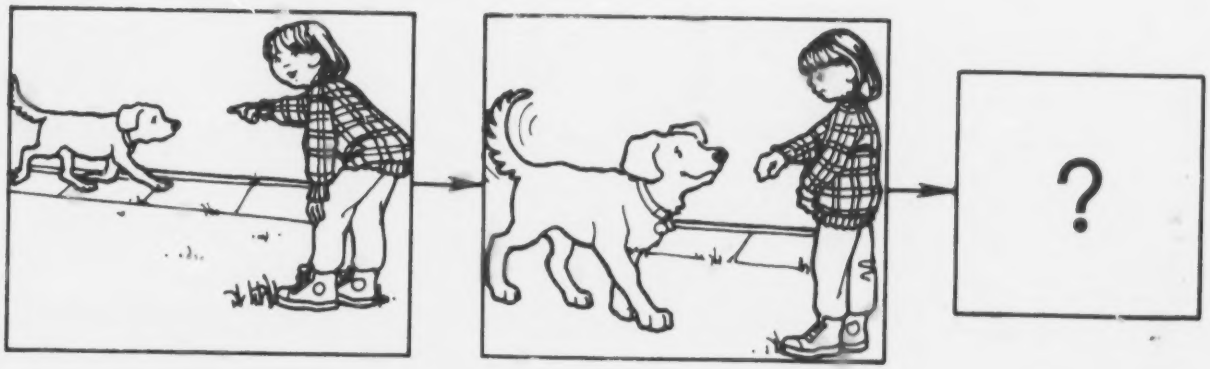
C. Comprehension

Name _____

16. "Look at that!" said Pam.
"I see a dog.
It is big and brown.
I want to play with it.
Here it comes!
We will have fun."



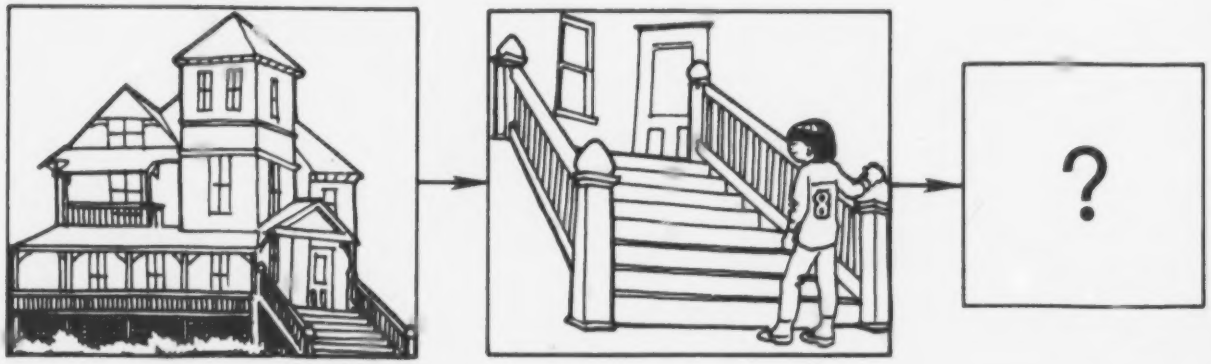
What happens next?

Ⓐ Pam plays with the dog.
Ⓑ Pam feels sad.
Ⓒ The dog runs away.

Name _____

C. Comprehension

S. The house is very big.
It has lots of steps.
Kim likes to climb steps.
Kim will have fun.



What happens next?

Ⓐ The door opens.
Ⓑ Kim climbs the steps.
Ⓒ Kim runs away.

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C. Comprehension

Name _____

17. Dan is in a book shop.
He reads some of a book.
It is a good book.
Dan wants to read all of it.

What happens next?

Ⓐ Dan eats lunch.
Ⓑ Dan buys the book.
Ⓒ Dan buys a hat.

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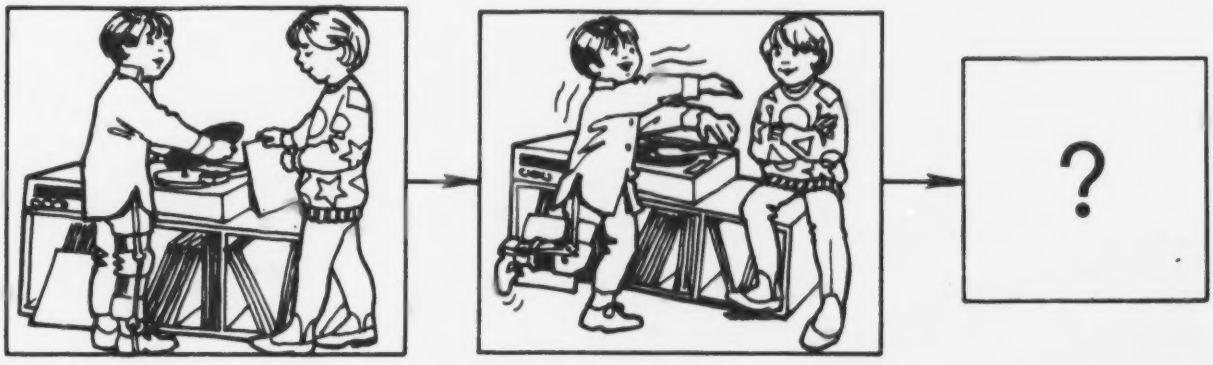
C. Comprehension

Name _____

18. Sid has a new dance.
Jan wants to see the dance.
Sid dances.
Jan watches.
Then Jan wants to do the dance with Sid.
Jan gets up.



What happens next?

Ⓐ Sid and Jan dance.
Ⓑ Sid sits down.
Ⓒ Jan buys Sid's record.

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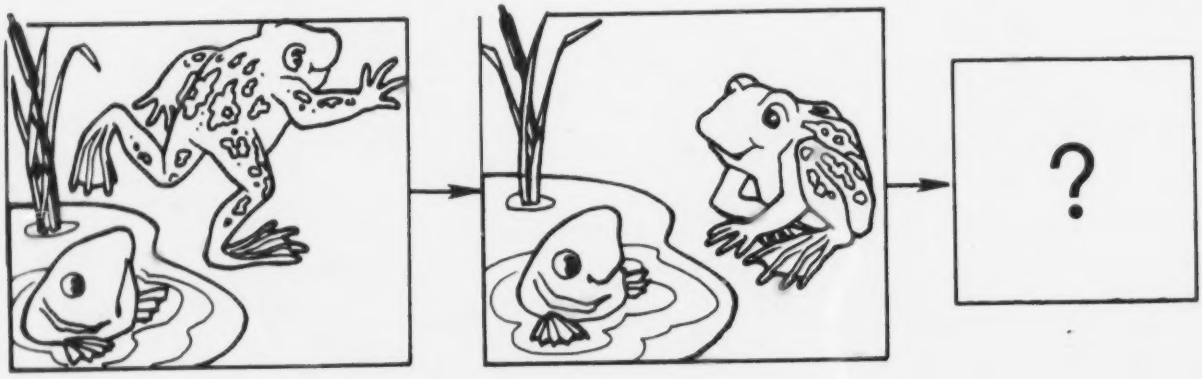
Name _____

C. Comprehension

19. Mr. Frog ran from Mr. Fish.
Mr. Fish is sad.
He can't run.
Mr. Fish wants Mr. Frog to come back.
They are friends.



What happens next?

Ⓐ Mr. Frog gets in the pond.
Ⓑ Mr. Frog runs away.
Ⓒ Mr. Fish runs away.

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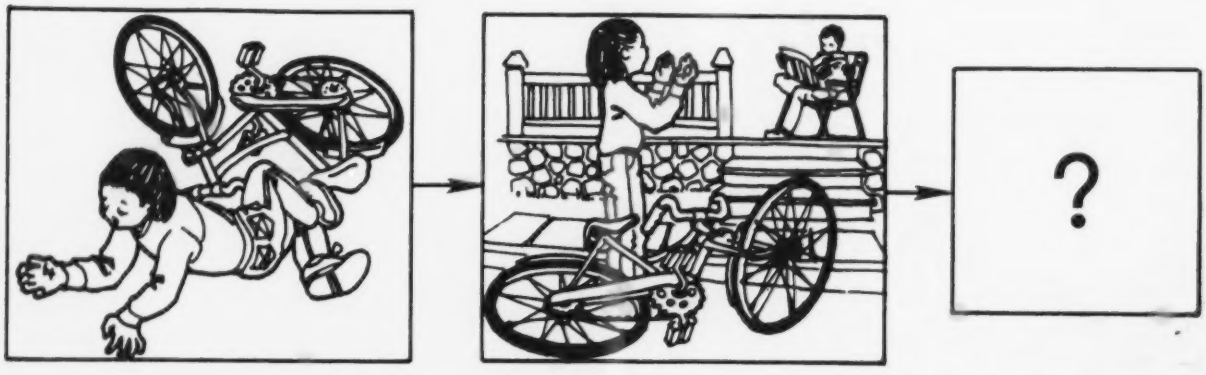
C. Comprehension

Name _____

20. Pat cut her hand.
"I need help!" she said.
"Mr. Brown is at home.
He is our neighbor.
He is a nice man.
Mr. Brown will help me."



What happens next?

Ⓐ Mr. Brown goes in.
Ⓑ Pat rides her bike.
Ⓒ Pat goes to Mr. Brown.

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Name _____ Date _____

PREPRIMER 3 • FORM A

Name _____

A. Word Skills

S. Kim will ___ the paper from you.
Ⓐ mix Ⓑ tell Ⓒ grab

---

1. What is Mom ___ today?
Ⓐ going Ⓑ cooking Ⓒ asked

---

2. Fred lives in a white ___.
Ⓐ lunch Ⓑ school Ⓒ house

---

3. Many ___ jumped on the rocks.
Ⓐ seeds Ⓑ bulbs Ⓒ bugs

---

4. Pam ___ for a cat.
Ⓐ wished Ⓑ liked Ⓒ showed

---

5. Max ___ his new teacher.
Ⓐ grew Ⓑ liked Ⓒ looked

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B. Word Skills

Name _____

5. Ⓐ lot Ⓑ lid Ⓒ let Ⓓ lad

6. Ⓐ bug Ⓑ bet Ⓒ bog Ⓓ bat

7. Ⓐ tip Ⓑ tap Ⓒ tug Ⓓ top

8. Ⓐ hut Ⓑ hit Ⓒ hot Ⓓ hat

9. Ⓐ pup Ⓑ pip Ⓒ pep Ⓓ pop

10. Ⓐ dog Ⓑ dig Ⓒ dug Ⓓ big

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B. Word Skills

Name _____

11. Ⓐ pin Ⓑ pen Ⓒ pan Ⓓ pun

12. Ⓐ mat Ⓑ met Ⓒ map Ⓓ mop

13. Ⓐ sat Ⓑ set Ⓒ sit Ⓓ sad

14. Ⓐ cab Ⓑ cut Ⓒ cat Ⓓ cot

15. Ⓐ bid Ⓑ bad Ⓒ bed Ⓓ bud

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Name _____

C. Comprehension

Have you read Snow White?
Read it soon.
It is a good book.
It tells of Snow White.
Seven dwarfs help her.
They are funny.

5. Who helps Snow White?

Ⓐ her pets
Ⓑ the seven dwarfs
Ⓒ her dad

16. What is this story about?

Ⓐ Snow White
Ⓑ Big Ed
Ⓒ Grandma

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Name _____

C. Comprehension

A bird is a good pet.
It is small.
You can see it eat.
It eats seeds.
A bird will play with you.
It will sleep.
It can live in a house.
A pet bird is nice.

17. What is this story about?

Ⓐ rabbits
Ⓑ horses
Ⓒ birds

18. What do birds eat?

Ⓐ seeds
Ⓑ cake
Ⓒ bulbs

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Name _____

C. Comprehension

Plants grow in the garden.
They get big and green.
They make seeds.
The seeds will grow.
There will be new plants soon.

19. What is this story about?

Ⓐ bulbs
Ⓑ lunch
Ⓒ plants

20. Where do plants grow?

Ⓐ in the garden
Ⓑ at school
Ⓒ in books

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Appendix I

Getting the Main Idea

Ann could not find her hat. She looked and looked. Then Ann saw her cat. The cat was sleeping in her hat.

What is the main idea?

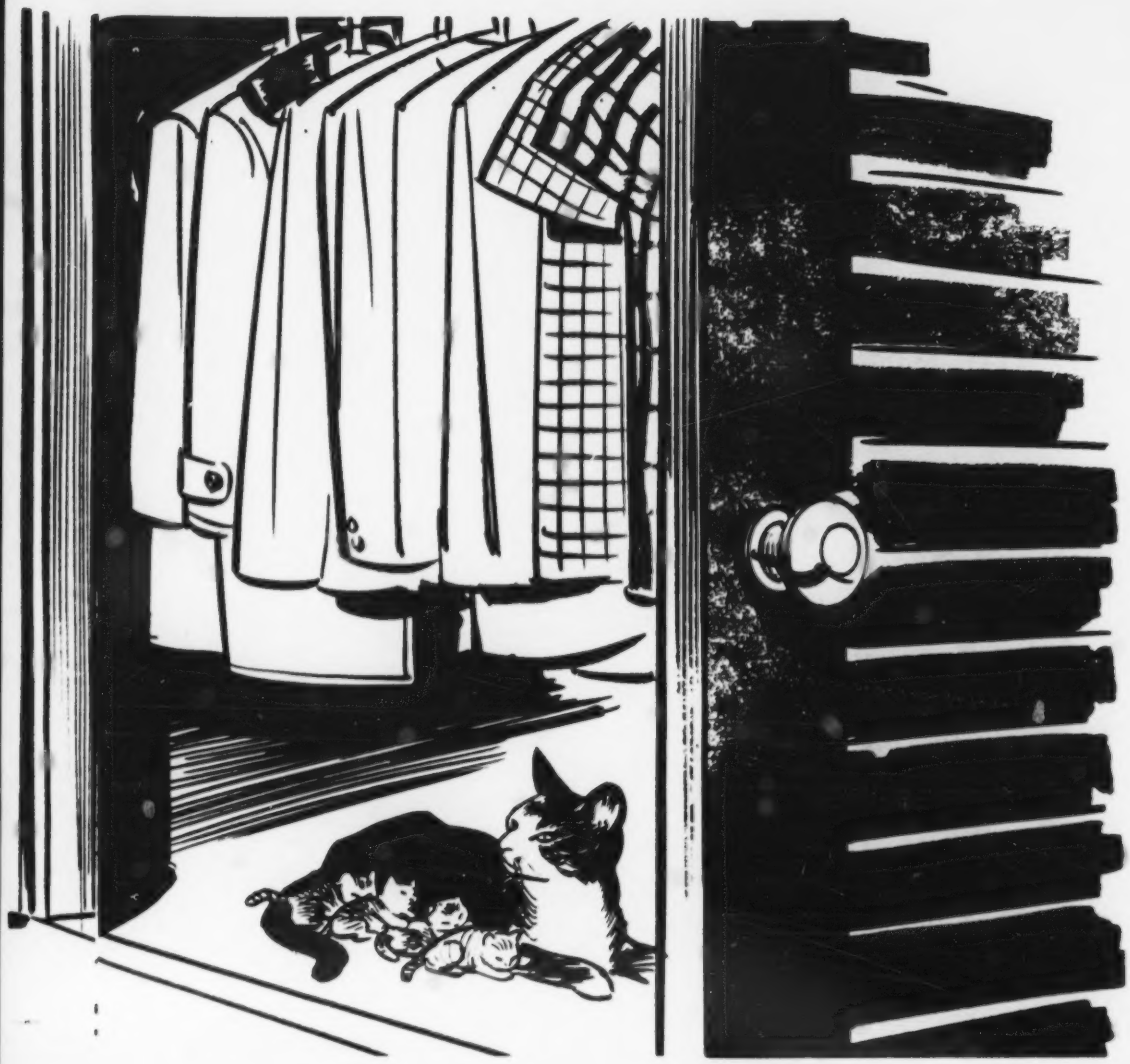
(A) The cat wanted to play

(B) Ann finds her hat

Appendix J

Detecting the Sequence

Juan began to cry. He could not find the cat. Then Rosa saw the cat. "Here she is," said Rosa. "I have found her. I have found something else too. Look at the new kittens!"



True or False

1. The scene above took place after Rosa found the cat.

Appendix K

Getting the Facts

Mary said, "I want to have fun." Father told Mary to come with him. They got into a boat.

Father and Mary went fishing. Mary got a big fish. Father got a little fish. Mary had fun. She liked going fishing with her father.

UNIT 1

1. What did Mary want to do?

(A) have fun

(B) go to bed

---

2. What did Father and Mary ride in?

(A) a train

(B) a boat

---

3. Who got a big fish?

(A) Father

(B) Mary

Appendix L

Using the Context

1. I like your _____ hat.

(A) gave **(B) new** **(C) dog**

2. Do not _____ the fish.

(A) eat **(B) car** **(C) about**

3. Are you going to _____ Betty?

(A) green **(B) pet** **(C) ask**

4. Some _____ the dogs are big.

(A) of **(B) walk** **(C) about**

5. I am going to _____ Father.

(A) little **(B) help** **(C) fun**

6. The _____ went to see Ann.

(A) fish **(B) then** **(C) girls**

7. How far _____ is your house?

(A) away **(B) jump** **(C) did**

8. I want to _____ on a train.

(A) bike **(B) big** **(C) ride**

9. She gave me some _____.

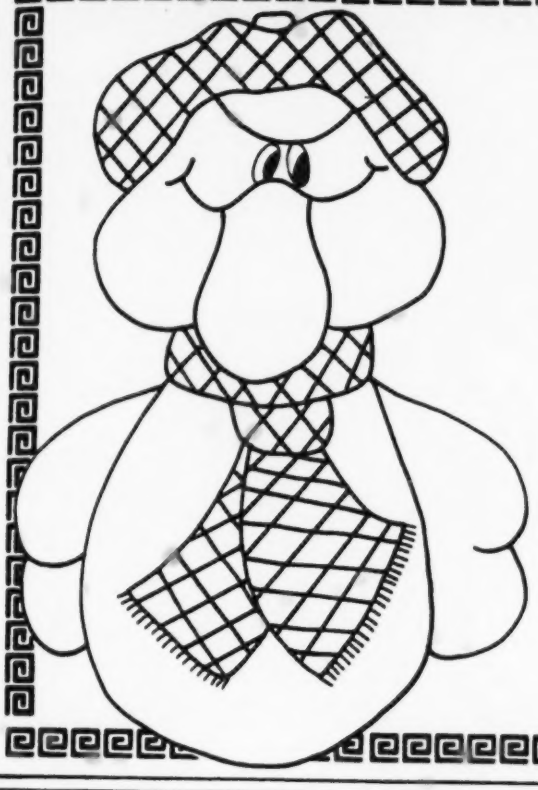
(A) cat **(B) cake** **(C) zoo**

10. Tom likes to _____ books.

(A) read **(B) eat** **(C) paint**

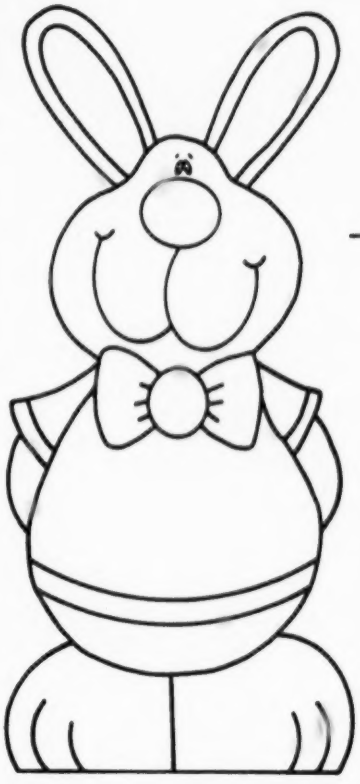
Appendix M

Reward



_____'s
work is
just DUCKY!

© Carson-Dellosa Publ. CD-0945



_____
does such
good work
it makes
me "Hoppy!"

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Appendix N

Checklist

Appendix N

Checklist

1. Is able to answer interpretive questions which are posed from stories in reader or tradebooks.

2. Is able to predict story content accurately from a story title.

3. Is able to answer questions which call for critical or evaluative responses from situations or stories read.

4. Is able to determine if a story is real or make-believe.

5. Is able to compare material from two sources.

6. Is able to follow up reading in a problem-solving situation such as by creative writing, constructive activities and role play.

Appendix O

Poster Advertising

Let's Make a Poster!

Make a poster to advertise your book!
Your poster should make others want to read the book.
Use dark print and colorful pictures on your poster.
Make sure your poster includes the title, the author, and a description of the s

Special Instructions: _____

_____

_____

King Bidgood's in the Bathtub

by Audrey & Don Woo

A king wants to battle, eat, fish, and dance in the bathtub. The people of his court want him to come out and rule the Kingdom.

If you want to find out
if he gets out, **who** can get him out,
or **how** he can be made to get out–
READ THE BOOK!

Appendix P

Coupons

My Grandson Lew

Cut out the coupons below and staple them together. Give the Coupon Book to someone you love.

*** COUPON *** Good for: ONE FREE **FAVOR**	*** COUPON *** Good for: ONE FREE **WALK**
*** COUPON *** Good for: ONE FREE **ERRAND**	*** COUPON *** Good for: ONE FREE **KISS**
*** COUPON *** Good for: ONE FREE **HUG**	*** COUPON *** Good for: ONE FREE _____

Appendix Q

Critical Thinking Checklist

Appendix C

Critical Thinking and Self-Reflection Checklist

The GEM Practicum Internship

John Barell - (Adapted)

Using a scale of 1 to 5, rate your work setting according to the following items:
5=Very Often 4=Often 3=Sometimes 2=Seldom 1=Rarely

CLASSROOM

1.	When students pose unusual or divergent questions, I ask, "What made you think of that?"	(5) 4 3 2 1
2.	Information in the text is challenged.	(5) 4 3 2 1
3.	When a decision has to be made between involving the class discussion of an intriguing student idea (topic related) or moving on to "cover" content, I choose the former.	(5) 4 3 2 1
4.	I encourage participants to seek alternative answers.	(5) 4 3 2 1
5.	The target group receives positive reinforcement for initiating questions.	(5) 4 3 2 1
6.	Problems are used as a means for the target group to generate their own questions (or problems), which we then seriously consider.	(5) 4 3 2 1
7.	Teaching and learning occur without teacher talk.	(5) 4 3 2 1
8.	Most questions posed during class can be answered with short or one-word answers.	5 4 3 (2) 1
9.	Students spontaneously engage in critiquing each other's thinking.	5 (4) 3 2 1

10. Students are encouraged to relate subject matter to experiences in other subjects or to their personal lives.	(5)	4	3	2	1
11. I stress how to think, not what to think.	5	(4)	3	2	1
12. Students often set objectives for their own learning.	(5)	4	3	2	1
13. Students spend time working collaboratively to solve subject matter questions.	(5)	4	3	2	1
14. One focus in my implementation is trying to help others understand how and why people (mentioned in texts) created ideas, solutions, experiments, rules, principles, and so on.	(5)	4	3	2	1
15. Students actively listen to each other.	(5)	4	3	2	1
16. I facilitate collaborative instructional problem solving.	(5)	4	3	2	1